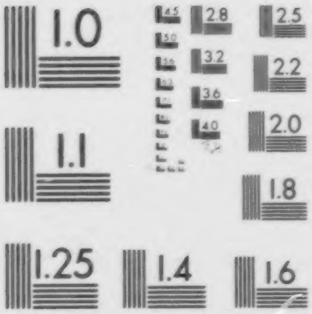
2

BM


1.0
4.5
5.0
5.6
2.8
3.2
3.6
4.0
2.5
2.2
2.0
1.1
1.8
1.25
1.4
1.6

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)

DOCUMENT RESUME

ED 209 845 EC 140 359

AUTHOR	Regan, Madelyn K.; And Others
TITLE	VEIT Project (Vocational Education Inservice Training): Training Modules. Volumes 1 [and] 2.
INSTITUTION	Kansas Univ., Kansas City. Medical Center.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	[78]
GRANT	PR-45(AH6-0627)
NOTE	751p.; Cherry and orange colored original pages will reproduce poorly.
EDRS PRICE	MF04/PC31 Plus Postage.
DESCRIPTORS	*Classroom Techniques; *Disabilities; *Educational Diagnosis; *Educational Resources; Elementary Secondary Education; Inservice Teacher Education; *Instructional Materials; Sensitivity Training; Simulation; Teacher Attitudes; *Teaching Methods; Units of Study; Vocational Education

ABSTRACT

The instructor's manual for an inservice training program for teachers concerned with handicapped children is in two volumes comprising 42 modules in five sections: awareness of exceptionality, diagnosis and assessment, methods and materials, classroom management and organization, and use of resources. Each module is introduced by a color coded page which lists module title, objective, time required for the presentation (usually 30 minutes), equipment needed, materials to be duplicated, packet contents, and resources and references. Modules typically include an overview, information on any presession arrangements, detailed paraphrasing of the instructor's presentation, and sample handouts and transparencies. Sample modules include the following: simulations of test anxiety, hearing impairment, mental retardation, and orthopedic handicaps; matching reader ability and text through use of the cloze procedure; matching job duties and learner profiles; analyzing instructional materials; procedures for simplifying written communication; using the textbook as a learning tool; special considerations of hearing impairment, learning disabilities, and behavior disorders; motivational deficiency and positive reinforcement; constructive confrontations in the classroom; individualizing instruction; techniques for interaction such as recognizing feelings and clarifying issues; time management; instructional resources available in the school; and community resources. A final module consists of a followup sharing session by participants. A chart shows the scope and recommended sequences of all the inservice training moduels. (DB)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED209845

VEIT PROJECT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Vocational Education Inservice Training

Training Modules
Volume 1

EC140359

The Department of Special Education

School of Education

THE UNIVERSITY OF KANSAS

VEIT PROJECT

Vocational Education Inservice Training

PROJECT COORDINATOR

Madelyn K. Regan

PROJECT STAFF

Patricia Clark
Pegi Denton
Patricia Wrobel

Department of Special Education
School of Education
University of Kansas Medical Center
Children's Rehabilitation Unit/
University Affiliated Facility
Kansas City, Kansas 66103

During the development and field testing of the inservice training modules, the following served as contributing writers for the first draft of several of the modules:

Joan Brixey
Natalie Combs
Sidney Fitch
Kathleen Kormeck
Delores Larson
Susan Nolan
Edward Pieper
Julie Radtke
Geraldine Scully

The product presented herein was prepared pursuant to Grant No. PR#45(AH6-0627) with the Bureau of Education for the Handicapped of the Office of Education, U. S. Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education; no official endorsement by the U. S. Office of Education should be inferred.

TABLE OF CONTENTS

Volume 1

Scope and Sequence of Inservice Training Modules

I. Awareness of Exceptionality

1. Overview: Characteristics of Special Needs Students Cherry
2. Awareness of Personal Strengths and Weaknesses Cherry
3. Simulation: Test Anxiety Cherry
4. Simulation: Hearing Impairment Cherry
5. Simulation: Learning Disability Cherry
6. Simulation: Mental Retardation Cherry
7. Simulation: Orthopedic Handicaps Cherry
8. Simulation: Reading Problems Cherry
9. Simulation: Visual Impairment Cherry

II. Diagnosis and Assessment

1. Matching Reader Ability and Text: The Cloze Procedure Blue
2. Objective Grading and Test Preparation Blue
3. Matching Job Duties and Learner Profiles Blue

III. Methods and Materials

1. Analyzing Instructional Materials: Establishing Readability Yellow
2. Analyzing Instructional Materials: Beyond Readability Yellow
3. PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials Yellow
4. Procedures for Simplifying Written Communication Yellow
5. Using the Textbook as a Learning Tool Yellow
6. Individualizing Instruction: IEP's and Instructional Objectives Yellow
7. Adapting Printed Materials to Meet Individual Needs Yellow
8. Developing a Learning Activity Packet Yellow
9. Teaching Problem Solving Yellow
10. Special Considerations: Hearing Impairment Yellow
11. Special Considerations: Learning Disabilities Yellow
12. Special Considerations: Mental Retardation Yellow
13. Special Considerations: Orthopedic Handicaps Yellow
14. Special Considerations: Visual Impairment Yellow
15. Special Considerations: Behavior Disorders Yellow

Participant Evaluation Scale Green

Volume 2

Scope and Sequence of Inservice Training Modules

IV. Classroom Management and Organization

1. Analyzing Performance Problems Pink
2. Motivational Deficiency and Positive Reinforcement Pink
3. Contracting for Learning: Contingency Contracting Pink
4. Constructive Confrontations Pink
5. Individualizing Instruction: Techniques Pink
6. Individualizing Instruction: Working with Groups Pink
7. Techniques for Interaction I: Recognizing Feelings Pink
8. Techniques for Interaction II: Clarifying Issues Pink
9. Techniques for Interaction III: Listening Plus Pink
10. Techniques for Interaction IV: Types of Responses Pink
11. Time Management Pink

V. Use of Resources

1. Instructional Resources Available in the School Salmon
2. School District Support Services Salmon
3. Community Resources Salmon

VI. Follow-up Sharing Session

1. Sharing Session for Follow-up Activities Buff

Participant Evaluation Scale Green

SCOPE AND SEQUENCE OF INSERVICE TRAINING MODULES

KEY

1, 2, 3 ... = Suggested order of presentation
√ = Should be used
+ = Can be used depending upon focus of workshop, needs of participants, etc.

	CHARACTERISTICS							ATTITUDES										TECHNIQUES							READING AND MATERIALS									SPECIFIC SKILLS									RESOURCES		
	GENERAL OVERVIEW	MENTAL RETARDATION	HEARING IMPAIRMENT	ORTHOPEDIC HANDICAPS	VISUAL IMPAIRMENT	LEARNING DISABILITIES	BEHAVIOR DISORDERS	UNDERSTANDING THE SNS	GAINING INSIGHT INTO CURRENT TNG PRACTICES	DEVELOPING POSITIVE TEACHER ATTITUDE TOWARD SNS	PREPARING CLASSMATES FOR ACCEPTANCE OF SNS	PARENT AWARENESS OF SNS	EXCEPTIONAL STUDENTS SELF-UNDERSTANDING OF SPECIAL NEEDS	PREPARING COUNSELORS FOR MAINSTREAMING SNS	PREPARING ADMINISTRATORS FOR MAINSTREAMING SNS	ASSESSING PERSONAL ATTITUDES RE SNS	DEVELOPING COMMUNITY AWARENESS OF SNS	INDIVIDUALIZING INSTRUCTION	MOTIVATING STUDENTS	MANAGING CLASSROOM BEHAVIOR	ADAPTING LEARNING ENVIRONMENT FOR SNS	DEALING WITH BEHAVIOR PROBLEMS	PROBLEM SOLVING FOR STUDENTS	RECOGNIZING AND DEALING WITH OCCUPATIONAL HAZARDS FOR SNS	DEALING WITH READING DEFICITS IN CLASSROOM	DEVELOPING MATERIALS FOR SNS	MATERIALS SELECTION, CONSIDERING SNS	ADAPTING MATERIALS FOR SNS	EVALUATING TEXTBOOKS FOR SNS	TEXTBOOK AS A LEARNING AID	TEXTBOOK SELECTION, CONSIDERING SNS	DEVELOPING TEACHER-MADE MATERIALS	TRAINING STUDENTS TO ADAPT MATERIALS FOR SNS	COMMUNICATION SKILLS WITH SNS	SURVIVAL SKILLS FOR TEACHERS	SURVIVAL SKILLS FOR STUDENTS	UPDATING TEACHING SKILLS	ASSESSMENT OF LEARNING PROBLEMS	TEACHING TOWARD DIFFERENT LEARNING STYLES	ASSESSING TEXTBOOK LEVEL OF DIFFICULTY	DEVELOPING LEARNING PACKETS	PROBLEM SOLVING	OBTAINING SUPPORT SERVICES FOR SNS	COMMUNITY AND GOVERNMENT RESOURCES	PARENTS AS UNTAPPED RESOURCES
Overview: Characteristics of Special Needs Student	1	+	+	+	+	+	+	1	3	2	2	2		1	1	1	1	1			1	+	+		3	2	2	2	2		1	2	2	2			2	1			√	+	1	1	1
Awareness of Personal Strengths and Weaknesses	2	+	√	√	√	√	√	√	4	3	3	3	1	2	2	2	2	2	1	1	√	+	1		2	+							3	1	1	1	3	√	2		√	1			2
Simulation: Test Anxiety	√	+	√	+	+	√	2	√	2	3	4+	1+		√	3	3+		+			2+	+			+	+	√	√	√			+		3+			+	√	3+		√				3+
Simulation: Hearing Impairment	√	+	1	+	+	+	+	√	+	4	4+	4+	2+	3	4	3+	3	3+			2+			1+	√	+	3+	3+			2+			3+	+		+	2+	3+		√				3+
Simulation: Learning Disability	4	+	+	+	+	1	√	√	+	5	4+	4+	2+	4	5	3+	4	3+			2+	1	2	1+	4	+	3+	3+			2+			3+			+	2+	3+		√				3+
Simulation: Mental Retardation	√	1	+	+	+	+	+	√	+	6	4+	4+	2+	5	6	3+	5	3+			2+			1+	√	+	3+	3+			2+			3+			+	2+	3+		√				3+
Simulation: Orthopedic Handicaps	√	+	+	1	+	+	+	√	+	7	4+	4+	2+	6	7	3+	6	3+			2+			1+	√	+	3+	3+			2+			3+			+	2+	3+		√				3+
Simulation: Reading Problems	3	√	+	+	√	√	1	√	1	1	1	1	2+	7	8	3+	7	4			2+	2		1+	1	1	1	1	1	1	2+	1	1	3+	+		1	2+	1	1	1				3+
Simulation: Visual Impairment	√	+	+	+	1	+	+	√	+	8	4+	4+	2+	8	9	3+	8	3+			2+			1+	√	+	3+	3+			2+			3+			+	2+	3+		√				3+
Matching Reader Ability and Text: The Cloze Procedure	+	+	√	+	+	√	√	+	√	√					√			5			+	√			5	+		5	√	2		√			2		3	3	√	3	√				
Objective Grading and Test Preparation	+	+	+	+	√	√	√	+	5	10					√	5		√	√	√	+	√			8	+		8				3			3		5	4	√						
Matching Job Duties and Learner Profiles	+	+	3	3	3	3	4	+	+	√				√	√			√	√	√	√			3	9	+	√	+				+			4		√	√	√		3				√
Analyzing Instructional Materials: Establishing Readability	+	√	+	+	+	√	√	+	6	+				√	16			6+			+	√		4	6	3	4	6	3	3	4	4	√		6		4	5	√	2	+				√
Analyzing Instructional Materials: Beyond Readability	+	√	+	+	+	√	√	+	√	+					17			6+	√		+	√			7	4	5	9	4	4	5	5			7		6	6	4	4	5				√
PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials	+	√	√	+	+	√	√	+	+	+	+			√	18			6+			+	√		5	10	5	√	11				6	4		8		7	√	√		6				4
Procedures for Simplifying Written Communication	+	√	√	+	√	√	√	+	+	+	+			√	19			6+			+	√		6	11	6	6	12				7	5	√	9		8	√	√		7				5
Using the Textbook as a Learning Tool	+	√	√	+	√	√	√	+	+	+	+		+		√			7		√	+	√			12	√	7	7	√	√	6	+	6		10		9	√	5		+				6
Individualizing Instruction: IEP's and Instructional Objectives	+	√	√	√	√	√	√	√	+	+				√	20			8		√	3	√		7	√	√		√				+			11		√	7	√		9				7
Adapting Printed Materials to Meet Individual Needs	+	√	√	√	√	√	√	+	+	+	+				+			9		+	7			8	13	7	8	10	√	√	7	8	7		12		10	√	6		8				8
Developing a Learning Activity Packet	+	√	√	√	√	√	√	+	+	+	+				+			10	√	√	√	√		9	14	8	9	13	√	√	8	9	8		13		11	√	7		10				9
Teaching Problem Solving	+	√	+	√	+	√	5	+	√	+			+	√	21			√	√	√	4	6	3	10											14	2	√	√	8			4			10
Special Considerations: Hearing Impairment	√	+	2	√	+	+	+	√	+	√	5+	5+	3+	9	10	4+	9	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+				√
Special Considerations: Learning Disabilities	5	+	+	√	+	2	√	√	+	√	5+	5+	3+	10	11	4+	10	√			5+			2+	√	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+	√			√
Special Considerations: Mental Retardation	√	2	+	√	+	+	+	√	+	√	5+	5+	3+	11	12	4+	11	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+	√			√
Special Considerations: Orthopedic Handicaps	√	+	+	2	+	+	+	√	+	√	5+	5+	3+	12	13	4+	12	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+				√
Special Considerations: Visual Impairment	√	+	+	√	2	+	+	√	+	√	5+	5+	3+	13	14	4+	13	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+				√
Special Considerations: Behavior Disorders	6	+	+	√	+	√	3	√	+	√	5+	5+	3+	14	15	4+	14	√	√	2	5+	3		2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+	√			√
Analyzing Performance Problems	7	√	√	√	√	√	6	√	7	11	+	√		15	22		15	√	2	3	6	4			+	√								5	15		12	9	√			2			11
Motivational Deficiency and Positive Reinforcement	8	√	√	√	√	√	7	+	8	12	√	6		16	23	6	16	√	3	4	7	5			+			+						6	16		13	√	√			3			12
Contracting for Learning: Contingency Contracting	+	√	√	√	√	√	8	+	√	+	+	7		17	24		17	√	√	5	8	8	4		+									√	17	3	14	+	√			4			13
Constructive Confrontations	+	√	√	√	√	√	9	+	9	13	√	8	√	18	25		18	√	√	6	√	9	5		+									7	18	4	15	+	√						14
Individualizing Instruction: Techniques	+	√	√	√	√	√	√	+	√	+					+			11	√	√	√	10		+	15		√	√		+	9	√			19		16	+	10						
Individualizing Instruction: Working with Groups	+	√	√	√	√	√	√	+	√	+					+			12	√	√	√	11		+	16			√		+	10				20		17	+	11						
Techniques for Interaction I: Recognizing Feelings	+	+	+	+	+	√	11	+	√	√	√	√	√	19	26	8	19	+	√	7	+	12	√		+			+							21	5	18	+	+			+			15
Techniques for Interaction II: Clarifying Issues	+	+	+	+	+	√	12	+	√	√	√	√	√	20	27	9	20	+	√	8	+	13	√		+									8	22	6	19	+	+			+			16
Techniques for Interaction III: Listening Plus	+	+	+	+	+	√	13	+	√	√	√	√	√	21	28	10	21	+	√	9	9	14	√		+									9	23	7	20	+	+			+			17
Techniques for Interaction IV: Types of Responses	+	+	+	+	+	√	14	+	√	√	√	√	√	22	29	11	22	+	√	10	+	15	√		+									10	24	8	21	+	+			+			18
Time Management	+	+	+	√	+	√	10	+	√	+		√	√	√	√	7		13	√	+	+	+	6		+									11	25	9	22	+	+			+			19
Instructional Resources Available in the School	+	3	4	4	4	4	15	√	√	+	+	+		23	30	+	23	√	+	+	10	√		11	√	√	√	√			+	+			26	10	+	10	+		11	√	2	2+	20
School District Support Services	+	4	5	5	5	5	16	√	√	+	+	+		24	31	+	24	√	+	+	11	√		12	√	√	√	√			+	+			27	11	+	11	+		12	√	2+	2+	21
Community Resources	+	5	6	6	6	6	17	√	+	+	+	+	√	25	32	+	25	√	+	+	12	√		13	+	√	√	√			+	+			28	12	+	√	+		13	√	2+	2+	22
Sharing Session for Follow-up Activities	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

AWARENESS OF EXCEPTIONALITY

Awareness

VEIT PROJECT
INSERVICE TRAINING
MODULE

Title:

Overview: Characteristics of Special Needs Students

Objective:

To identify and compare the characteristic strengths and weaknesses of special needs students and to examine participants' personal feelings about them.

Time Required For Presentation: 30 minutes

Part I - 10 minutes
Part II - 15 minutes
Part III - 5 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handout #1, #2, #3
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Special Needs Ranking Scale
Handout #2 - Characteristics of Special Needs Students
Handout #3 - Group Discussion Questions

Resources And References:

Altfest, M. Vocational education for students with special needs: A teacher's handbook. Fort Collins, CO: Colorado State University, 1975.

Overview: Characteristics of Special Needs Students

Directions for Presentation

OVERVIEW

Labeling of students is not the purpose of this presentation. Rather, the session is designed to produce an awareness of the characteristics of students with special needs. In order to adapt a classroom curriculum to special needs students, the teacher needs to be aware of the specific characteristics of each exceptionality as well as his/her attitude toward those characteristics.

In order to facilitate such an awareness this session is divided into three parts as follows:

Part I: Participants rank various exceptionalities according to which ones they believe are most limiting.

Part II: Participants discuss in small groups one of several statements about the teaching of special needs students.

Part III: Discussion reporters present to entire group each group's conclusions of statements from Part II.

PRE-SESSION ARRANGEMENT

Distribute Handout #2: Characteristics of Special Needs Students through the in-building mail. Attach a memo instructing participants to read the information before coming to the session.

Have participants read Handout #2 no longer than 2 days before the session.

INTRODUCTION

Paraphrase:

We look at specific characteristics of special needs students not to label but to plan effective instruction.

We do not want to emphasize the labeling or categorizing of students by exceptionality. Rather, we must look at the characteristics of special needs students in order to plan effective instruction for them.

We must be aware of our own attitudes about various handicapping characteristics.	In order to correctly identify and effectively teach special needs students, we must first determine our own attitudes towards the various exceptionalities exhibited by these students.

PART I

Distribute Handout #1: Special Needs Ranking Scale

Explain the activity.	Using Handout #1, have participants read the list of exceptionalities and rank on a scale from 1 to 10 their opinions of the most severe to the least severe.
Emphasize that there is no correct order.	Emphasize that there is no correct order; they should consider the individual and his/her adjustments to school and daily life.
Discuss the opinions reached.	After participants have completed the ranking scale, discuss their opinions of the severity of each of the various exceptionalities.
Determine the basis of opinions.	Have participants share the basis on which they formed their decisions.
Discuss reactions to questions at the bottom of Handout #1.	Discuss participants' reactions to the questions at the bottom of Handout #1.

PART II

Distribute Handout #2: Characteristics of Special Needs Students and Handout #3: Group Discussion Questions

Organize the activity:

1. Divide into 4 groups.
2. Each group discusses one assigned question for 10 minutes.
3. Each group reporter shares group findings with the entire group.

Allow 15 minutes for discussion.

Divide participants into 4 groups, assigning each group a question from Handout #3. Give each group 10 minutes to select a reporter to discuss the group questions. Have each group reporter present the group's findings to the entire group. Instruct participants to refer to Handout #2 in responding to the question.

PART III

Discuss and summarize comments on each group's findings to the entire group.

After each group reporter has presented their conclusions from Part II, ask for comments form the entire group. Discuss and summarize comments.

SUMMARY

Paraphrase:

Knowledge of characteristics of special needs students facilitates appropriate educational program planning.

With a basic knowledge of the characteristics of special needs students, teachers can gear their teaching styles, program modifications, and individualized instruction toward meeting the needs of these students.

Knowledge of personal attitudes towards exceptionalities alerts teachers to potential interpersonal problems which may arise.

Knowledge of personal attitudes towards various types of exceptionalities creates an awareness of potential interpersonal problems related to teaching special needs students.

FOLLOW-UP ACTIVITY

Explain the activity.

Explain the following activity as follows:

During the next week attempt to identify any individual student problems which

	are related to the characteristics of special needs students just discussed. Examine how you react to these problems and how your reactions relate to your attitude toward various types of exceptionalities. If any negative attitudes exist, determine how you can neutralize their effects on your teaching. Also, determine how you can use the positive attitudes which you have to more effectively plan for students identified problems.
Schedule a sharing session.	Have participants share the results of this activity with peers at a sharing session.

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

Overview: Characteristics of Special Needs Students: Handout #1

SPECIAL NEEDS RANKING SCALE

________________ Elementary Type of Exceptionality Taught __________

________________ Secondary Sex: M _________ F __________

Categories of exceptionalities are listed below. According to your own feelings, please rank these from 1 to 10 on the basis of severity. Which exceptionality do you feel is the most severe for a student to have? Which exceptionality do you feel is the second most serious? Which do you feel is the third most serious, and so forth. Consider only the individual and his/her problems in adjustment to school and daily life.

Exceptionality	Rank
1. Blindness	__________
2. Health impairment	__________
3. Orthopedical impairment	__________
4. Deafness	__________
5. Giftedness	__________
6. Emotional disturbance	__________
7. Epilepsy	__________
8. Learning disabilities	__________
9. Mental retardation	__________
10. Speech impairment	__________

1. Was this a difficult task? Why?

2. What process did you go through to make your decisions?

3. Have you ever worked with anyone in the category you marked with a 1?

4. Do you think your ranking is fairly typical of how society at large would rank the categories?

5. Do you think society's ranking would have any effect on the funding of programs for those with special needs?

CHARACTERISTICS OF SPECIAL NEEDS STUDENTS

A "special needs" student is a student who requires some form of assistance in order to successfully complete the requirements of a regular classroom, be it academic or vocational in content.

The amount and type of this assistance depends, at least in part, on characteristics exhibited in the classroom. For purposes of recognizing special needs students and determining the type of assistance needed, it is helpful to categorize the exceptionalities in terms of their characteristics. It is important to note that some of the characteristics are common to several categories and may overlap. Such characteristics may also be exhibited by students who do not fit into the categories mentioned here, most notably, economically disadvantaged students and students who, for some reason, are undergoing a temporary physical or emotional trauma. A special needs student may exhibit one or more of the characteristics cited in the various categories.

Category	Federal Definition	Characteristics
Mentally Retarded	Lower rate of intellectual development and lower potential for achievement of which hearing loss, visual handicap, emotional handicap, learning disabilities, language handicaps and cultural and economic deprivation is not the primary cause.	1. Immature. 2. Impulsive behavior. 3. Behavior consistent with a lower chronological age. 4. Short attention span. 5. Distractible. 6. Poor motor coordination. 7. Short memory. 8. Poor language development.
a. Educable	Intellectual development 45-75 percent of the normal. Can attain approximately a 6th-grade level of achievement.	

Category	Federal Definition	Characteristics
B. Trainable	Intellectual development 25-50 percent of normal. Response is slower than educable.	
Learning Disabled	Disorder in one or more of the basic processes of spoken or written language including listening, thinking, speaking, reading, writing, spelling, and computations. Does not include disorders which are primarily caused by visual handicaps, hearing loss, motor dysfunction, mental retardation, emotional disturbance or cultural and environmental disadvantages. Normal intellectual development. However, there is a distinct deficit between learning potential and measured achievement.	Visual: 1. Cannot follow written directions but can follow verbal instruction. 2. Easily distracted by surrounding visual activities. 3. Inappropriate eye movement. 4. Figure - ground confusion. 5. When reading, confuses similar-appearing words. Auditory: 1. Difficulty in following oral instructions. 2. Distracted by background or interfering noises.

Category	Federal Definition	Characteristics
Learning Disabled (cont'd)		3. Difficulty distinguishing between similar-sounding words. 4. Cannot determine sound source and/or direction. 5. Cannot remember oral discussions. 6. Inattentiveness to verbal instruction: may daydream, sleep. Motor: 1. Difficulty in drawing and writing: illegible or inconsistent handwriting. 2. Clumsiness: bumps into things. 3. Slow to finish written work. 4. Poor physical fitness. 5. No definite hand preference. 6. Hyperactivity: More movement than normal.

Category	Federal Definition	Characteristics
Emotionally Disturbed	Responds chronically and markedly to environment in socially unacceptable and/or personally unsatisfying ways but can be taught socially acceptable and personally gratifying behavior.	1. No time concepts. 2. Easily frustrated. 3. Does not face reality - oversensitive to criticism; negative self-image. 4. Easily disturbed. 5. Symptoms of illness (headaches, stomach-ache, etc.). 6. Hyperactive behavior; or, 7. Withdrawing behavior. 8. Unsatisfactory relationships with peers and/or adults. 9. Overly self-critical. 10. Behaves inappropriately and immaturely under normal conditions.
Orthopedically Handicapped	Limitied ability to mobilize themselves, sit in a classroom and/or use materials or equipment for learning because of muscular, skeletal or neuro-muscular impairment.	1. Lack of motor control (both gross and fine). 2. Pronounced limping. 3. Absence of limbs. 4. Slow body movements due to joint infections. 5. May have seizures.

Category	Federal Definition	Characteristics
Visually Handicapped	Severely limited ability to see.	
a. Partially sighted	Even with correction, vision is so limited that program modifications must be made with respect to equipment, materials, and facilities.	1. Appears awkward, clumsy in body movement. 2. Tilts head. 3. Hold objects too close to eyes. 4. Sensitive to light. 5. Inattentive to visual tasks. 6. Poor eye-hand coordination.
b. Blind	Vision is insufficient to learn to read print; must use braille as a medium too.	
Hearing Impaired	Speech patterns which differ noticeably from normal, including articulatory and vocal disorders, stuttering, delayed speech, and disorders associated with cleft palate, hearing loss or cerebral palsy.	1. Speech is unintelligible and interferes with communication. 2. Unusually slow or quick speech. 3. Substitutions, omissions, additions or distortions of speech sounds. 4. Stuttering.

Category	Federal Definition	Characteristics
Health Impaired	Limited strength, vitality and alertness due to chronic health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, or other illnesses.	1. Frequently absent. 2. Appears, tired, thin. 3. Fatigues easily.
Multiply Handicapped	Combination of exceptionalities each of which may need to be considered in programming.	Combination of characteristics listed in one or more of the aforementioned exceptionalities.

GROUP DISCUSSION QUESTIONS

Group #1. Using the characteristics outlined in Handout #3, Characteristics of Special Needs Students, discuss personal encounters with special needs students. Include in the discussion behavioral observations, attitudes (yours and the students'), and their skills.

Group #2 Discuss the overlap and distinct differences of characteristics found in the different exceptionalities as outlined in Handout #3, Characteristics of Special Needs Students. What are the most significant commonalities mentioned for special needs students?

Group #3 Discuss implications of the following statement made by Robert Farrald and Richard Schamber: "The right to teach only nice, clean, willing learners is not a basic right that regular class teachers can be granted. The regular classroom teacher must accept responsibility for the "unmotivated", the "hard to reach", the "disabled" and the "retarded"."

Group #4 Discuss instances where special needs students have exhibited some "unexpected" strengths. How did these students compensate for their weaknesses?

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Awareness of Personal Strengths and Weaknesses

Objective:

To help special needs students learn to rely on strengths and compensate for weaknesses through a self-analysis of personal strengths and weaknesses.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handout #1
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A - How Would You Adapt If You Were ...
Handout #1 - Analysis of Personal Strengths and Weaknesses

Resources And References:

Awareness of Personal Strengths and Weaknesses

Directions for Presentation

OVERVIEW

Sometimes personal experiences assist teachers in helping students. Therefore, developing an awareness of personal strengths and weaknesses can be helpful for teachers, who work with special needs students, so that they can teach these students how to adapt by relying on personal strengths and compensating for personal weaknesses.

To achieve this goal, this session has been designed to have participants analyze their own strengths and weaknesses and the adaptations they make in their own daily lives. Self-analysis will help participants become more sensitive to the compensations necessary for special needs students and thereby allow teachers to make instructional plans which develop these skills.

This session is divided into two parts as follows:

Part I: Participants analyze situations in which they must adapt by relying on strengths to compensate for weaknesses.

Part II: Participants analyze their own personal strengths and weaknesses as well as how they adapt to accommodate weaknesses.

INTRODUCTION

Paraphrase:

As adults, we have learned to adapt our lives to accommodate our personal strengths and weaknesses. An understanding of how we accomplish these adaptations will help us in teaching special needs students to rely on their strengths and compensate for their weaknesses.

In order to help special needs students rely on their strengths and compensate for their weaknesses, it is necessary to have an understanding of how we adapt our own strengths and weaknesses to our everyday lives. All of us compensate in some way for our weaknesses and rely on our strengths, just as the special needs student must do in a more complex way.

PART I

Show Transparency A:
How Would You Adapt If You Were . . .

Explain the activity by reading the instructions provided.

Allow 15 minutes for completion of the activity.

Explain the activity by reading the following directions:

1. Here are some examples of situations which would require a person to adapt by relying on strengths and compensating for weaknesses. As each situation is read, quickly think of ways in which you would adapt if you were in the situation.

2. Discuss each situation and after it is read cite examples of adaptations which participants have suggested. Add any they may have overlooked.

3. Alternate arrangement: Divide participants into small groups and assign each group a situation form.

   Use Transparency A for discussion. Have each group give a report on the necessary compensations and the adaptations they would make.

PART II

Distribute Handout #1:
Analysis of Personsal Strengths and Weaknesses.

Explain the activity using the instructions provided.

Discuss the findings. Emphasize that person's strengths were probably used to compensate for weaknesses.

Introduce the activity as follows:

1. Explain that you want each participant to list five strengths and five weaknesses of their own and how they adapt those strengths and weaknesses to their daily lives.

2. Have participants discuss their findings.

FOLLOW-UP ACTIVITY

Explain the activity.

Using the information and ideas discussed in this session, observe one problem learner in your classroom for the next week. During this observation period, try to analyze the student's strengths and weaknesses and determine how the student could be trained to adapt by using the strengths to compensate for the weaknesses. Develop an instructional program to teach these skills.

Schedule a sharing session.

Have participants share their experiences at a sharing session.

SUMMARY

Paraphrase:

Everyone, including special needs students, has strengths and weaknesses. However, teachers must specifically teach special needs students to develop their strengths to compensate for their weaknesses. This task demands inventiveness on the part of the teacher as well as use of personal experiences.

Everyone has strengths and weaknesses. We simply learn to use our strengths and adapt situations to compensate for our weaknesses. Special needs students must be specifically taught to develop their strengths to compensate for their weaknesses. Sometimes this task takes inventiveness on the part of the teacher; therefore, teachers must call upon their own experience and those of others when designing the best instructional program to accomplish this goal.

EVALUATION

Distribute Evaluation Form.

Participants are to evaluate the session by responding to the questions on the form provided.

HOW WOULD YOU ADAPT IF YOU WERE . . .

. . . IN A FOREIGN COUNTRY WHERE NO ONE SPEAKS ENGLISH AND YOU DO NOT SPEAK THE NATIVE LANGUAGE. YOU MUST FIND A DOCTOR IMMEDIATELY, AS SOMEONE IN YOUR PARTY IS ILL.

. . . A LEFT-HANDED PERSON SEATED IN A ROOMFUL OF RIGHT-HANDED DESKS WITH RIGHT-HANDED THEME BOOKS, FROM WHICH YOU MUST CUT SOME PAPER PATTERNS.

. . . A BUSINESSMAN, TEMPORARILY WITHOUT A SECRETARY, WHO HAS POOR HANDWRITING AND SPELLING, WHO MUST GET A LETTER FINISHED.

. . . POOR IN MATH ABILITY AND WERE TRYING TO FIND A MISTAKE IN YOUR CHECKING ACCOUNT.

. . . COLOR BLIND.

. . . VERY TALL OR VERY SHORT.

. . . EIGHT MONTHS PREGNANT, TRYING TO TIE YOUR SHOES!

. . . A STUDENT, IN AN AUTOMECHANICS CLASS, WHO HAS A BACK PROBLEM.

ANALYSIS OF PERSONAL STRENGTHS AND WEAKNESSES

Strengths	How I Adapt
1.	
2.	
3.	
4.	
5.	

Weaknesses	How I Adapt
1.	
2.	
3.	
4.	
5.	

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Test Anxiety
(Suggested Sequence: Follow with Objective Grading and Test Preparation)

Objective:

To simulate the anxiety and frustration experienced by special needs students in difficult test-taking situations.

Time Required For Presentation:

30 minutes
Part I - 20 minutes
Part II - 10 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handouts #1, #2
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Special Education Information Survey
Handout #2 - Special Education Information Survey Response Sheet
Transparency A - Information Survey Answer Key

Resources And References:

Simulation: Test Anxiety

Directions for Presentation

OVERVIEW

Special needs students experience great difficulty in testing situations. Continual failure has been their past history, consequently, anxiety and tension reduce their effectiveness on any test. This is particularly true for written tests where reading problems further reduce their opportunities to answer questions correctly.

This session represents an attempt to simulate the anxiety experienced by special needs students in testing situations. The administration procedures have been designed to cause tension and frustration in the participants. A discussion period following the test will explore the difficulty of test-taking tasks and elicit suggestions for reducing anxiety in testing situations.

The session is divided into two parts as follows.

Part I: Participants complete a very specialized test on special education information in a pressured environment.

Part II: Participants discuss their reactions to the testing situation and make suggestions for making test-taking experiences more positive.

INTRODUCTION

Special need students frequently become anxious and frustrated when taking tests because they usually have failed many previous tests. Teachers, being usually successful learners, have not these repeated negative experiences.

Special needs students have usually faced repeated failures where tests are concerned. This may be due to many factors including inability to read, failure to understand important concepts, short attention span, etc. As a result, test-taking situations are very frustrating times for these students and cause great anxiety.

Teachers, on the other hand, have been successful learners and, thus, have not experienced these problems. Therefore, this session has been designed to simulate the anxiety experienced by special needs students in a difficult testing situation.

PART I - Test Administration

Distribute Handout #1: Special Education Information Survey and Handout #2: Special Education Information Survey Response Sheet

Explain the activity by reading the instructions provided.

Introduce the activity by reading the following instructions:

> The Special Education Information Survey, Handout #1, is a test assessing particular knowledge of special education information and procedures.
>
> 1. Read each item and respond upon the response sheet, Handout #2, as rapidly as is efficient. Only 15 minutes is allotted for this test, therefore, you must hurry.
> 2. Since this is a standardized test, no questions can be answered while the test is being given.
> 3. No sharing of information between participants should occur. Do your own work.
> 4. Those who score 90 percent or better may leave as soon as the test has been scored.
> 5. Use #2 pencils only.
> 6. Write name and the date on your response sheet.
> 7. No talking is allowed. Talking will result in an automatic "F."
> 8. Remember you only have 15 minutes-START.

As participants take the test complete the activities outlined.

1. Make comments
2. Move about the room to observe and note typical student test-taking behaviors.
3. Stop the test-taking after 15 minutes have elapsed.

Show Transparency A: Special Education Information Survey Answer Key.

During the 15 minute test-taking task complete the following activities:

1. Make a number of the following comments or any others which are typical remarks made by teachers:

    a. Work quickly and quietly.
    b. Don't talk to others.
    c. Do your own work.
    d. Think about what you're doing.
    e. Don't spend too much time on one question--you only have 15 minutes.
    f. Let's get busy.
    g. Your grade is very important; it will determine your group assignment.
    h. OK! You guys, we don't have all day.
    i. If you talk, I'll have to tear up your test!
    j. Only a few minutes left--HURRY!
    k. No visiting with your neighbor.

2. Move about the room observing participants' test-taking behaviors. Note the specific behaviors which teachers are likely to encounter in regular classroom settings.
3. When 15 minutes have elapsed, instruct the participants to "STOP" and put down their pencils!

Instruct particpants to:

1. Score tests.
2. Write a description of their reaction.

Using Transparency A, have participants:

1. Score their tests.
2. Write a brief description of how they reacted to the test-taking experience on the back of Handout #2.

PART II - Discussion

Discuss the participants' reactions to the testing situation using the questions provided.

Involve the whole group in a discussion of the various reactions using the following questions:

1. How many completed the test?
2. How many think they completed the test satisfactorily?
3. What were you thinking while you were completing the test?
4. How did you feel?
    a. Anxious.
    b. Bored.
    c. Frustrated.
    d. Angry.
5. How does it feel to have no opportunity for preparation?
6. How much interest was there in doing well?
7. Did you feel any hostility toward the unrealistic expectations of the test giver?
8. How much desire did you have to meet criterion?
9. Do you think the pressures helped or hindered performance?

10. How did you react?
    - a. Worked hurriedly.
    - b. Worked slowly.
    - c. Gave up.
    - d. Complained about the test.
    - e. Showed disgust toward instructor.
    - f. Copied from others.
11. Did you have any difficulty with the terminology or concepts presented?
12. How much more difficult would this task have been if you could not read well?
13. How did your reactions relate to your students' test-taking behavior?
    - a. Typical.
    - b. Atypical.
14. Does this experience provide a basis for any change in your testing preparation and administration procedures and/or expectations?

Discuss examples of appropriate test preparation and administration.

Elicit other suggestions from participants.

Discuss the following examples of how the test-taking experience could have been made more positive. Elicit others from participants:

a. Provide teacher-guided test preparation.

b. Don't have students' future depend on one test.

c. Relieve as many pressures as possible - e.g., remove time limits, give options for the questions to be answered, state point values for each question, etc.

d. Have a response sheet which matches the questions on the test.

e. Provide a good quality copy of the test.

f. Provide clear instructions and check to see that students are following the instructions correctly.

Paraphrase:

One caution: This experience does not shatter your confidence because you have had previous successes. However, this is not true for many special needs students.

One final caution, although this task posed some problems for you, you had the confidence of previous successes to reinforce your attempts to solve this new problem. Many special needs students have not had these previous successful experiences. In addition, your future is not determined by this test, but sometimes students' futures are determined by their test scores.

SUMMARY

Paraphrase:

Teachers are responsible for making test-taking situations as pressure-free as possible. This is extremely important for special needs students. Hopefully, the awareness gained from this session will help you do that.

Test taking anxiety is a common problem, especially when failure-ridden special needs students are concerned. Teachers should be aware of their responsiblity to make testing situations as pressure-free as possible. Hopefully, the awareness gained in this session will be remembered and the suggestions for reducing pressure will be incorporated in your future testing activities.

FOLLOW-UP ACTIVITY

Explain the activity.

Schedule a sharing session.

Have participants:

1. Apply the information gained from this session to their next test preparation and administration.
2. After the test has been given, write a brief description of what changes were made, how many students reacted, and which students' performance was affected.
3. Share the results with other participants at a sharing session.

EVALUATION

Distribute Evaluation Form

Participants are to evaluate the session by responding to the questions on the form provided.

Special Education Information Survey

Directions: Read each question and its numbered answers. When you have decided which answer is the most correct, blacken the corresponding space on the answer sheet.

1. Which of the following statements is not true of the relationship between special education and regular education?
   - a. Recent changes in its organizational patterns and curriculum make regular education better able to cope with the problems presented by special education.
   - b. It is advantageous for some special education youngsters to remain in the regular classroom.
   - c. The materials and methods characteristic of special education and regular education are of necessity very different.
   - d. The concept of learning disabilities provides a way of bridging the gap between special education and regular education.
   - e. One procedure for consolidating special education and general education is mainstreaming.

2. If an individual loses consciousness momentarily, stares, and the eyelids twitch without convulsions, this is a strong indication of:
   - a. grand mal epilepsy
   - b. petit mal epilepsy
   - c. psychomotor epilepsy
   - d. none of the above
   - e. all of the above

3. The language of students who speak a variant of standard English, such as black English, is referred to as:
   - a. a language disorder
   - b. congenital aphasia
   - c. a language deficit
   - d. a language disturbance
   - e. a language difference

4. What is/are the major characteristic(s) of special class teaching, as opposed to regular class teaching?
   - a. Special class teaching is teaching to the unique needs of a particular student.
   - b. Special class teaching requires a one-to-one setting.
   - c. Special class teaching requires materials that differ from those used in a regular classroom.
   - d. Special class teaching is not part of the diagnostic process.
   - e. all of the above

5. If a teacher were using the CLOZE procedure for assessing reading levels, he/she would:
   a. present the student with a list of words
   b. sit behind the student and read along with him
   c. administer a standardized reading diagnostic test
   d. delete every 5th or 7th word in a reading passage and ask the student to fill in the missing words
   e. all of the above

6. A person reading Braille will, on an average, devote about how much time as compared to a visual reader?
   a. nearly the same time
   b. twice as long
   c. two to three times as long
   d. five times as long
   e. both b and c

7. The normal sequence for language development is:
   a. Listening, speaking, reading, writing
   b. speaking, listening, reading, writing
   c. listening, speaking, writing, reading
   d. speaking, reading, listening, writing
   e. listening, reading, speaking, writing

8. Which of the following areas is least affected by recent legislation in special education?
   a. the selection of curriculum and methods appropriate for handicapped students
   b. the assignment of students to special education services
   c. the age range of persons who will be served by educational agencies
   d. the right of parents to see the records, data, test scores (and the like) of their child
   e. all of the above

9. If a student in your class has been diagnosed as possibly having a deficit in auditory learning, you can assume:
   a. the student has a sensorial hearing loss
   b. the student should be wearing a hearing aid when listening in class
   c. the student does not interpret what he hears
   d. the student will have an articulation problem
   e. there is need for further assessment

10. An informal test of auditory acuity, sharpness of hearing, enabling the teacher to test a student's high frequency hearing is the:
   a. whisper test
   b. watch-tick test
   c. audiometric test
   d. conversational test
   e. sweep test

11. Special education should be considered by teachers as:
    a. a part of total educational programming
    b. supplementary educational service
    c. a type of enrichment activity
    d. a modification of the curriculum
    e. as a co-curricular activity

12. The mainstreaming movement:
    a. tends to eradicate the academic problems of special students by integrating them with normal students
    b. works better for the severely handicapped student than for the mildly handicapped student
    c. reverses the trend of the special education movement over the past 25 years in that it provides more options to serving the handicapped
    d. does not require the services of special education
    e. makes the job of the regular teacher easier

13. Generally speaking, handicapped persons come from:
    a. the highest socio-economic levels
    b. the middle socio-economic levels
    c. the lower socio-economic levels
    d. all socio-economic levels

14. Educational variables which possibly cause pupil failure include:
    a. poor instruction
    b. physical structure of facility
    c. inappropriate curriculum materials
    d. inadequate administrative support
    e. all of the above

15. A cause for poor handwriting may be:
    a. poor motor skills
    b. erratic temperament
    c. student was never accurately taught to write
    d. visual perception problems
    e. all of the above

16. Classrooms for the visually impaired are designed primarily to:
    a. permit the full use of residual vision
    b. eliminate glare
    c. reduce echo and eliminate other acoustic "noise"
    d. provide an unobstructed safe environment
    e. allow instruction in orientation and mobility

17. In most cases, the EMR child is typically identified:
    a. during the preschool period
    b. by the pediatrician
    c. after one or more years in the regular classroom
    d. when speech fails to develop
    e. because of social withdrawal

18. A diagnosis of Gary indicates that he learns best via the auditory modality and does not learn well via the visual modality. The instructional recommendation, based on this data, is that tapes and records be used to facilitate learning.
This is an example of an approach which emphasizes:
a. observable data
b. skill development
c. emotional background
d. results of diagnostic tests
e. the way the student learns best

19. The criterion-referenced measure is most useful for:
a. administrators in comparing students throughout the district on the ability to learn
b. comparing students on their ability to learn a specific skill
c. checking the individual's level of competence against a predetermined standard on the assessed skill
d. checking on a teacher's level of competence
e. determining how long it should take to teach a skill

20. All of the following are among the principles of administering a standardized test except:
a. strict adherence to the procedures set out in the test manual
b. precise adherence to the scoring directions
c. familiarity with the validity and reliability of the test
d. modification of administrative procedures to meet the needs of the student
e. understanding of the underlying model of the test

21. As the educational service system moves from a self-contained special class setting to mainstreaming,
a. more students are served with greater intensity by the special education teacher
b. more students are served with less intensity by the special education teacher
c. fewer students are served with greater intensity by the special education teacher
d. fewer students are served with less intensity by the special education teacher

22. Social and emotional adjustment problems of the physically handicapped may be seriously aggravated by:
a. dependence on a wheel chair
b. effects of medication
c. overprotection
d. limitations of orthopedic braces
e. b and d

23. The diagnosis of a student should:
    a. be sufficiently exhaustive and complete to assure a flawless teaching plan that will not have to be changed
    b. be as technical as possible in format
    c. be regarded as tentative and subject to change as the teaching progresses
    d. emphasize procedures that will determine the basic cause of the problem
    e. all of the above

24. The final and most important step in developing a diagnosis should be:
    a. to formulate a diagnostic hypothesis
    b. to develop a plan for teaching
    c. to measure a student's achievement level
    d. to analyze how a student learns
    e. to determine whether a student has a learning disability

25. Which of the following is the most important element in special class teaching?
    a. finding the best teaching material
    b. interpreting feedback information and engaging in continuous decision-making
    c. making thorough and complete diagnoses
    d. finding the best method [illegible]ching
    e. having appropriate furniture in the classroom

26. Learning-disabled adolescents:
    a. are unlikely to need further "auditory and visual perception training"
    b. are probably best served by self-contained classrooms, which allow them to concentrate on their disabilities
    c. have probably overcome their emotional problems
    d. do not need college preparatory high school programs
    e. should routinely be placed in vocational and career-oriented programs

27. Most mildly retarded students:
    a. are likely to develop emotional disturbances
    b. have potentials for independent living in adulthood
    c. will always be dependent on others
    d. have little capacity for vocational self-support

28. Task analysis does not:
    a. provide further diagnostic information
    b. analyze what is to be learned by subdividing it into component parts
    c. analyze the nature of tasks in terms of categories of special education
    d. analyze the modalities a student needs to understand a task
    e. analyze the modalities a student needs to perform a task

29. A behavioral objective should include:
    a. specific behaviors which should be measured
    b. specific criteria for successful performance
    c. conditions under which the behaviors will be observed
    d. all of the above

30. A criterion-referenced hierarchy of component reading abilities was developed by the teachers in the Highland School District. Jerry has just passed the test at the 90 per cent criterion level for reading ability number 27.
This is an example of the:
a. cognitive processing approach
b. psychotherapeutic approach
c. materials approach
d. specialized techniques approach
e. skills approach

31. Marked environmental changes in a student's life:
a. can alter the rate of intellectual growth, up or down
b. can do little to alter intelligence, which is genetically fixed
c. cannot affect capacity for reason and judgement
d. may affect personality but not intellect

32. Since educational provisions for the orthopedically handicapped are primarily for physical, medical and health reasons, it follows that:
a. no real modification need be made in the regular classroom
b. curricula are extremely important
c. most orthopedically handicapped students are socially maladjusted
d. separate facilities are vitally important for the education of orthopedically handicapped students
e. orthopedically handicapped students can be educated in the regular classroom with necessary modifications

33. The hard of hearing are educationally distinguished from the deaf by the degree to which hearing loss affects:
a. orientation within the environment
b. development of language
c. opthalmological measurement
d. intelligence
e. mobility

34. The special education teacher cannot modify the learning environment by:
a. reducing or enlarging the space in which the student works
b. changing the difficulty level of materials to be learned
c. modifying the period of time available to the student in which to perform the task
d. making minor adjustments in the physiological makeup of the student
e. controlling the number of factors the student must contend with in learning the task

35. Most exceptional students are educated in:
a. private schools
b. residential schools
c. public school systems
d. special classes
e. self-contained facilities

36. Which of the following statements most accurately reflects current beliefs about remediation?
    a. Behavioral psychologists believe it is essential to know the cause of a student's problem in order to undertake remediation.
    b. Authorities in the field generally agree about appropriate remedial treatment.
    c. It is best to master one approach and use it consistently.
    d. Many of the remedial approaches have both advantages and shortcomings.
    e. A single teacher cannot use several approaches to remediation simultaneously.

37. Most individuals who are handicapped would be classified as:
    a. severely handicapped
    b. moderately handicapped
    c. mildly handicapped
    d. profoundly handicapped

38. Life-adjustment problems with the deaf largely exist because:
    a. of excessive fears
    b. of serious coordination problems
    c. of difficulty in acquiring lip reading skills
    d. visual monitoring of the environment is inefficient

39. The psychodynamic framework emphasizes all of the following principles except that:
    a. the teacher should know how the student feels about his or her problem
    b. the teacher should help develop the student's self-concept
    c. students with learning problems exhibit a common type of personality structure
    d. students with learning problems manifest inadequate ego development
    e. students with learning problems benefit from experiences of success

40. Behavior modification does not require that:
    a. a specific objective be determined
    b. the antecedent event be determined
    c. the underlying cause of the learning problem be determined
    d. the subsequent event be manipulated
    e. the student's behavior be counted or measured

41. All of the following are reasons for the growth of the noncategorical movement except:
    a. the number of exceptional students has declined because general teaching methods have improved
    b. the categories of exceptionality are not discrete and separate but have much in common with each other
    c. recent court decisions support claims that special education classes are discriminatory

d. research suggests that children placed in categorical self-contained classes did not make greater academic progress than similar students who remained in regular classrooms.
e. leaders in special education are questioning the value of the categorical approach.

42. From an educational point of view, the partially seeing are distinguished from the blind by:
a. visual acuity as measured by a Snellen chart
b. refractive errors
c. structural defects of the eye
d. degree of useful vision for reading and school work
e. restriction of field of vision in degrees

43. The "special" in special education for the visually handicapped refers to:
a. curriculum
b. supervision
c. instruction
d. class organization
e. instructional materials

44. The noncategorical approach to special education:
a. pursues the tendency of special education over the past 25 years to differentiate among the needs of specific handicaps.
b. acknowledges the success of the self-contained classroom in treating the various handicaps.
c. concentrates on the similarities between observed learning deficits for the various categories of disability.
d. supports differential diagnosis as a technique for identifying specific categories of handicaps.
e. focuses on both severe and mild cases of disability.

45. Which of the following exceptionalities often manifest speech problems?
a. mildly mentally retarded
b. moderately mentally retarded
c. cerebral palsied
d. hard of hearing
e. all of these

46. In lipreading, the word pair most likely to be confused would probably be:
a. cook and book
b. pin and think
c. fat and pat
d. pan and man
e. fellow and hello

47. Mainstreaming programs:
   a. tend to cost less money
   b. tend to segregate the learning disabled student from the regular classroom
   c. lessen the responsibilities of the classroom teacher
   d. require a categorical system
   e. do none of the above

48. Studies of the social and vocational adjustment of the educable mentally retarded during periods of high employment indicate that:
   a. they adjust to society and become self-supporting citizens
   b. they have difficulty adjusting to society and have crime rates double that of the normal population
   c. they are usually unable to support themselves and over half are on welfare
   d. they become totally dependent and are eventually institutionalized
   e. they usually rely on friends and family for support

49. Which of the following statements is/are true of students with learning disabilities?
   a. There is usually a discrepancy between their intelligence level and academic achievement.
   b. They typically range from low average to average on intelligence tests.
   c. They usually score below 84 IQ on an intelligence test.
   d. Problems of emotional disturbance account for their lower functioning on intelligence tests.
   e. a and b

50. An inappropriate task is one that is:
   a. too easy and not challenging
   b. too difficult
   c. irrelevant
   d. a and c
   e. all of the above

51. For the crippled student the "special" in special education implies:
   a. organization of subject matter
   b. specific teaching methods
   c. proper medication and physical training
   d. modified curriculum
   e. adaptation of the learning environment

52. Mainstreaming:
   a. means that the services of special education will no longer be required
   b. is a categorical system for delivering educational services
   c. eliminates the need for diagnosis
   d. is a noncategorical system for delivering educational services to handicapped students.
   e. does not require the classroom teacher to learn about special education.

53. Implementing structure in a classroom situation has relationship to:
   a. physical facilities
   b. behavior and its consequences
   c. pre-academic planning
   d. all of these

54. The most prevalent speech disorder is:
   a. stuttering
   b. articulation disorders
   c. voice disorders
   d. delayed speech

55. Dyslexia is a disorder most often associated with:
   a. cerebral palsy
   b. endogenous mental retardation
   c. learning disabilities and, in particular, reading problems
   d. exogeneous mental retardation
   e. visually handicapped

56. The exceptional student is defined as:
   a. that student who deviates mentally, physically, or socially from other students
   b. a student who cannot profit from instruction in school
   c. a student who deviates from the average or normal student in mental, physical, social, or communication characteristics to such an extent that he requires a modification of school practices
   d. a student who is gifted
   e. that student who requires modifications of the physical school environment to such an extent that he cannot profit from instruction without the modifications

57. Clinical observation:
   a. should not be undertaken if adequate testing instruments are available.
   b. can in most cases provide sufficient information for a diagnosis without additional data.
   c. cannot provide information on the students' motor development.
   d. cannot provide information on the student's personal adjustment.
   e. is one of several methods of collecting data for a diagnosis.

58. Data can best be obtained for the diagnosis of a student's problems in school through:
   a. the interview with parents
   b. astute clincial observation
   c. informal testing
   d. standardized testing
   e. all of the above

59. One may objectively evaluate the appropriateness of an instructional material by using:
a. grades
b. pre - posttests
c. charts
d. daily data sheets
e. all of the above

60. A major characteristic of emotionally disturbed students referred by teachers to special education programs is:
a. fear of competition
b. more girls than boys
c. poor social relations
d. living with one parent
e. below average intelligence

61. Which one(s) of the following techniques is (are) categorized under observation of behavior?
a. peer nominations
b. time sampling
c. artistic productions
d. check lists
e. a and b

62. Learning disabilities are found among:
a. youngsters from poor families
b. youngsters with superior intelligence
c. juvenile delinquents
d. youngsters from the middle socioeconomic class
e. any of the above groups

63. Subdividing the task, such as using a pattern, into an ordered sequence of steps is an example of:
a. the skills-sequence approach to task analysis
b. the modality-processing approach to task analysis
c. both a and b
d. neither a nor b
e. a clinical decision

64. Potential development of the educable mentally retarded student is probably most significant in:
a. academic, social and intellectual areas
b. academic, social and occupational areas
c. physical, social and occupational areas
d. physical, personal and intellectual areas
e. academic, personal and occupational areas

65. Which of the following statements accurately describes the secondary special education program?
   a. Fewer teaching materials have been designed for the secondary than elementary student.
   b. Most of the existing diagnostic tests have been designed for the secondary student
   c. The secondary student usually has less severe emotional problems than the elementary student.
   d. Regular high school teachers are likely to be student-oriented rather than "content-oriented".
   e. "Selling" teachers on the concept of making adjustments in presentation and testing is easier at the high school level than at the elementary level.

66. Determining that Joe cannot measure a length of wood properly because he has a poor memory and inadequate fine motor abilities is an example of:
   a. the sequence of the skills
   b. the input and output demands made of the student
   c. a modification of the sequence of the task
   d. both a and b

67. Which statement regarding emotional disturbance is most accurate?
   a. most students experience brief periods of emotional disturbance from time to time during the course of growing up.
   b. longitudinal studies reveal that most normal students display few deviant behaviors during childhood.
   c. emotional disturbance is rarely seen before school age.
   d. emotional disturbance is found more frequently among girls than boys.
   e. emotional disturbance is rarely seen among students from upper socio-economic status levels.

68. Research has shown that the most important factor in successful learning is the:
   a. material
   b. method
   c. diagnosis
   d. class size
   e. teacher

69. The majority of students with minor behavioral deviations are dealt with by:
   a. child psychiatrists
   b. psychologists
   c. educators
   d. social workers
   e. the police

70. Informal tests are valuable for all of the following reasons except:
- a. they can be quickly and easily administered
- b. they do not require the teacher to follow a standardized procedure
- c. data on a representative population are usually available
- d. they provide valuable information on the types of errors the student makes
- e. they can be devised by teachers to cover many areas of learning

71. The first step in instructional planning is:
- a. diagnosis of the problem
- b. selecting instructional materials
- c. recording behavior
- d. identifying problem
- e. none of the above

72. If a teacher praises a student every time a book is read, one can say the teacher is using praise as a(n):
- a. intermittent reinforcement
- b. continuous reinforcement
- c. variable ratio reinforcement
- d. b and c
- e. all of the above

73. When analyzing instructional materials a teacher should be concerned with:
- a. attractiveness
- b. durability
- c. format
- d. method
- e. all of the above

74. The hearing impaired student may benefit most from being integrated into regular classrooms where he can receive:
- a. language stimulation
- b. social development
- c. emotional stability
- d. physical and coordination development (physical education, art, etc.)
- e. a and b

Simulation: Test Anxiety: Handout #2

Name ____________________ Date ____________

Special Education Information Survey
Response Sheet

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____
21. ____
22. ____
23. ____
24. ____
25. ____
26. ____
27. ____
28. ____
29. ____
30. ____
31. ____
32. ____
33. ____
34. ____
35. ____
36. ____
37. ____
38. ____
39. ____
40. ____
41. ____
42. ____
43. ____
44. ____
45. ____
46. ____
47. ____
48. ____
49. ____
50. ____
51. ____
52. ____
53. ____
54. ____
55. ____
56. ____
57. ____
58. ____
59. ____
60. ____
61. ____
62. ____
63. ____
64. ____
65. ____
66. ____
67. ____
68. ____
69. ____
70. ____
71. ____
72. ____
73. ____
74. ____

Simulation: Test Anxiety: Handout #2

Name ____________________ Date ____________

Special Education Information Survey
Response Sheet

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____
13. ____
14. ____
15. ____
16. ____
17. ____
18. ____
19. ____
20. ____
21. ____
22. ____
23. ____
24. ____
25. ____
26. ____
27. ____
28. ____
29. ____
30. ____
31. ____
32. ____
33. ____
34. ____
35. ____
36. ____
37. ____
38. ____
39. ____
40. ____
41. ____
42. ____
43. ____
44. ____
45. ____
46. ____
47. ____
48. ____
49. ____
50. ____
51. ____
52. ____
53. ____
54. ____
55. ____
56. ____
57. ____
58. ____
59. ____
60. ____
61. ____
62. ____
63. ____
64. ____
65. ____
66. ____
67. ____
68. ____
69. ____
70. ____
71. ____
72. ____
73. ____
74. ____

Simulation: Test Anxiety: Transparency A

SPECIAL EDUCATION INFORMATION SURVEY

ANSWER KEY

1. C
2. B
3. E
4. A
5. D
6. E
7. A
8. A
9. E
10. B
11. B
12. C
13. D
14. E
15. E
15. A
17. C
18. E
19. C
20. D
21. B
22. C
23. C
24. B
25. B
26. A
27. B
28. C
29. D
30. E
31. A
32. E
33. B
34. D
35. C
36. D
37. C
38. D
39. C
40. C
41. A
42. D
43. E
44. C
45. E
46. D
47. E
48. A
49. E
50. E
51. E
52. D
53. B
54. B
55. C
56. C
57. E
58. E
59. E
60. C
61. B
62. E
63. A
64. C
65. A
66. B
67. A
68. E
69. C
70. C
71. D
72. B
73. E
74. A

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Hearing Impairment

(Suggested Sequence: Follow with Special Considerations: Hearing Impairment)

Objective:

To simulate the problems encountered by students with hearing impairments.

Time Required For Presentation: 30 minutes

Part I - 10 minutes
Part II - 10 minutes
Part III - 10 minutes

Equipment Needed:

Overhead projector, screen, audio cassette tape, and tape recorder.

Materials To Be Duplicated:

Handout #1
Transparency A
Audio tape of playground noise (See Instructions for Making Backgroud Noise Audio-Tape for the Unfair Hearing Test)
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Sound Discrimination Activity and Unfair Hearing Test
Transparency A - Sound Discrimination and Unfair Hearing Test Answer Sheet
Instructions for Making Background Noise Audio Tape for the Unfair Hearing Test

Resources And References:

Ear plugs can be purchased from Edcor Safety, 900 West 20th Street; Kansas City, MO 64108. Order: Item #8773 @ $26.00/100. Re-usable and washable. (optional)

Simulation: Hearing Impairment

Directions for Presentation

OVERVIEW

The hearing person experiences great difficulty when trying to communicate with a deaf or hard-of-hearing person. The task is similar to talking to someone who only speaks a language you do not understand. The tendency is to blame the other person for not being able to understand what is being said.

Since communication is vital to the teaching-learning process, teachers need to gain an insight into the problems related to being hearing impaired. The simulation experiences provided in this session offer hearing persons the opportunity to experience a hearing loss and attempt to adapt to the problems encountered. It is meant as in introduction experience and therefore, only a few adaptive techniques are given. The module, Special Considerations: Hearing Impairments is designed to examine appropriate techniques for changing the curriculum.

This session has been divided into three parts as follows:

Part I: Participants experience the problems related to an inability to discriminate sounds.

Part II: Participants take an unfair hearing test to experience how the sounds in the environment influence hearing.

Part III: Participants experience the problems encountered by hearing-impaired students when oral instructions are given.

INTRODUCTION

Paraphrase:

Hearing loss results in:

1. Lack of sensory input.
2. Reduced language exposure.

Few people realize the dramatic effect of hearing loss on daily communication. The lack of sensory input is apparent but the impariment of functional language development is often overlooked. Students who have been hearing impaired from birth must receive special language instruction because they cannot pick up normal language incidentally in daily

Even with normal intelligence, language delay may cause the hearing impaired individual to appear slow.	conversation. For this reason, many hearing-impaired students, who have normal intellectual ability, may appear slow. Even if they can communicate through signing or oral language, such individuals may not understand some concepts simply because they have not been exposed to them. This session is designed to provide activities which simulate hearing loss to aid participants in experiencing the problems encountered by the hearing impaired.
PART I	
Paraphrase: Hearing loss is not just hearing sounds less loudly.	Just hearing sounds less loudly is not the only problem presented by a hearing loss. If that were true, those talking to a hard-of-hearing person could just talk louder and the problem would be solved. Hearing loss causes people to miss sounds at different frequencies. Usually it is more severe at some frequencies than at others.
Important high frequency speech sounds such as s, sh and f are not heard by hearing-impaired students.	Often the high frequency sounds are not heard. This is a problem because many important speech sounds occur at high frequencies. The most common high-frequency speech sounds affected are the hissing sounds such as s, sh, and f.
Specific instructional adaptations must be made.	Persons with this type of hearing loss may not know they cannot hear. They may think that people are mumbling to them. In school, a hearing loss makes any verbal instruction confused or meaningless to a hard-of-hearing student unless specific instructional adaptations are used.
Distribute Handout #1: Sound Discrimination Activity and Unfair Hearing Test	
Explain the activity using the directions provided.	Explain the activity by reading the following directions:

Refer to the top half of Handout #1: Sound Discrimination Activity

To help you experience not being able to hear and understand sounds, I am going to read a list of paired words. Some of the pairs are the same word while others are different. As I read each pair of words, write S for same or D for different on the top half of Handout #1.

Read the list of pair words softly and very quickly, allowing no time for participants to think about the sounds they hear.

Read the following list of paired words softly and quickly:

1. Star - Start
2. Spine - Spine
3. Spinal - Spiral
4. Crash - Cross
5. Claim - Claim
6. Gait - Wait
7. Which - Which
8. Freeze - Free
9. Best - Best
10. Scant - Chant

Show top half of Transparency A, Sound Discrimination Answer Sheet. Cover lower half.

Have participants correct their responses.

Discuss using the questions given.

After responding to the word list, have participants discuss their reactions to the following questions:

1. How did you feel?
   a) Angry
   b) Frustrated.
   c) Defeated.
   d) Ignorant.

2. How many word pairs were you able to answer correctly?

3. How did you adapt?
   a) Refused to respond.
   b) Tried as many as could be understood.
   c) Looked around the room.
   d) Looked for answers on the next person's paper.

Paraphrase:

Errors in sound discrimination causes errors in understanding. Looking at the speaker reduces this problem.

In the classroom the hearing impaired students have difficulty understanding what is being said because they cannot discriminate sounds. They must look at the mouth of the speaker to see how it moves to lessen this sound discrimination problem.

PART II

Refer to the bottom half of Handout #1, Unfair Hearing Test.

Paraphrase:

Our environment is full of sounds which we usually ignore. For example, street noises, playground noises, students walking in the hall, etc. A hearing-impaired student cannot ignore these sounds because they interfere with the sounds needed for learning such as verbal instruction, lectures, movies, tapes, etc. We will now try to help you experience the problems they face when environmental sounds are present.

Using the audio cassette tape of background sounds, read the list of words for the Unfair Hearing Test as follows:

Using the bottom half of Handout #1, give participants an unfair hearing test as follows:

1. Read the word list while the audio tape of playground sounds is playing on the loudest volume. Stand beside the tape recorder.
2. Read the word list again while the audio tape of children walking down the hall is playing on the loudest volume. Stand beside the tape recorder.

1. Listen as I read a list of words and write each word you hear in column A.
2. Listen as I read the list of words and write each word you hear in column B.

3. Optional - Repeat activity using the tape of street sounds.	3. Write the words you hear in column C.
4. Read the word list using no background sounds.	4. Write the words you hear in the margin.
Read word list exactly as given, and show bottom of Transparency A, Unfair Hearing Test Answer Sheet. Have participants correct each column of words.	Unfair Hearing Test Word List: 1. Fill 2. Watch 3. Thumb 4. Heap 5. Size 6. Ledge 7. Fish 8. Shows 9. Bit 10. Juice
Discuss reaction and adaptations made.	Have participants discuss their feeling and how they adapted to the situation using the following questions: 1. How did you feel? a) Angry. b) Defeated. c) Frustrated. d) Bored.
Concentrate on the noises that caused the most hearing problems and how participants adapted.	2. Which background noise caused the most difficulty? Why? a) High-frequency sounds such as children screaming are very distracting. b) Th, b and h sounds are difficult to hear. 3. How did you adapt to the situation? a) Looked at the speaker's face. b) Leaned forward. c) Guessed when you couldn't understand. d) Looked at another person's paper. e) Responded with "What?".

Paraphrase: Behavior problems may arise when a student cannot hear class discussion.	Hearing-impaired students respond just as you often have: They may exhibit inappropriate behaviors because they cannot hear and lose interest.
Teachers can make adjustments to improve the situation:	Teachers can lessen some of the problems by:
1. Student looks at the teacher.	1. Having the student look at the teacher when oral instructions are given.
2. Teacher stays away from windows.	2. Staying away from windows (to reduce glare) when speaking to the class.
3. Student sits close to teacher.	3. Placing the student close to the teacher.
4. Student has a buddy for note-taking.	4. Having the student select a buddy for sharing and comparing notes.

PART III

Paraphrase: Oral instructions or class discussions are difficult for hearing-impaired students.	The next activity will help you understand the problems encountered by hearing-impaired students when oral instructions are given or when discussions take place in class.
Explain the activity using instructions provided:	Explain the activity using the following instructions:
1. Have participants listen to oral instructions and a math question.	Listen carefully while the following instructions are given. You will be requested to answer a math question.
2. Read the instructions exactly as given only moving the lips. No voice sound should be made.	Read the following to the participants, moving the lips only and making no voice sounds.

(Optional: Earplugs can be used by participants; instructions should then be read aloud softly.)

Please follow all the directions carefully:

1. Get out a piece of paper.
2. Fold it in half lengthwise.
3. Place your name in the upper left-hand corner.
4. Number every other line from 1 to 20 using two columns.
5. Beside number 11 write the answer to the following question: How many cubic yards are in a hole 2 yards wide, 3 yards long, and 4 yards deep?
6. If you think you have heard every thing I have said, write "Yes" across the bottom of your paper.
7. When you have finished, fold your hands and wait for further directions.

Discuss reactions using the questions given.

Have participants discuss their reactions using the following questions:

1. How many understood the instructions?
2. What were the instructions given?
   a) Read the instructions again, aloud.
   b) Ask for the answer to the math question.

Math questions answer: None

Answer: None. There is nothing but air in the hole and no earth. The volume computed would have been 24 cubic yards.

3. How did you react when you could not hear and yet knew that you would be responsible for answering a question?
   a) Confused.
   b) Defeated.
   c) Resentful.
   d). Anxious.
   e) Dumb.

4. How did you cope with the situation?
   a) Watched the lips and facial expression.
   b) Watched other people.
   c) Gave up.
   d) Moved around and became fidgety.
   e) Laughed.
   f) Continued to try.
   g) Talked to neighbor.

Paraphrase: Oral directions cause problems for hearing-impaired students because of:	Hearing-impaired students experience equal difficulty following oral instruction due to:
1. The inability to auditorily discriminate.	1. The inability to auditorily discriminate.
2. The complexity of the syntax and the vocabulary used.	2. The complexity of the syntax and the vocabulary used.
Language development is impaired by hearing loss.	The problems related to the complexity of syntax and vocabulary are the result of the dramatic impact hearing impairment has on language development, especially on those students who have been hearing impaired since the age of two years or younger.

Hearing aids only increase the intensity of speech sound and do not enhance clarity. Thus, hearing impaired students with hearing aids may still have listening problems.

Hearing aids may assist the student but are not corrective devices. Hearing aids increase the intensity of the speech sound, but do not necessarily enhance the clarity of the message. If the message is distorted due to the type of hearing loss, the message will be heard as a louder, distorted message. Therefore, students with hearing aids may continue to have listening problems.

FOLLOW-UP ACTIVITY

Explain the activity.

Have participants:

1. Wear earplugs for one day.
2. Write a summary of reactions.
3. Share experience.

Schedule a sharing session.

Have participants wear earplugs for one full day without revealing to anyone why they cannot hear or understand. Then, have each participant write a brief summary of the experience using the following questions:

1. What problems were encountered?
2. How did others react?
3. How did you react?
4. How did you feel?
5. How did you adapt?
6. What did you avoid?
7. What new insights have you gained from the experience?

As an alternate activity have participants view one T.V. program with the sound off and report the results and reactions.

SUMMARY

Paraphrase:

Give specific procedures for assisting a hearing-impaired student in class.

Hopefully, a new appreciation for the problems faced by hearing-impaired students has been gained. If you have a hearing-impaired student in your class you can help by:

1. Using visual aids such as an overhead projector or chalkboard when talking or giving instructions.

2. Facing the class when talking.
3. Assigning the student a note-taking partner.
4. Speaking slowing and distinctly.
5. Staying away from windows or glare when talking.
6. Expecting other members of the class to respond in the same manner.
7. Checking the student's work during class to see that directions are understood and being followed.
8. Using concrete examples when giving information.
9. Avoiding giving instructions when distracting noises occur.

EVALUATION

Distribute the Evaluation Form.

Participants are to evaluate the session by responding to the questions on the form provided.

Simulation: Hearing Impairment: Handout #1

SOUND DISCRIMINATION ACTIVITY

Directions: Mark S if the two words said are the same; D if they are different words.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____

UNFAIR HEARING TEST

	A	B	C
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

SOUND DISCRIMINATION AND UNFAIR HEARING TEST ANSWER SHEET

SOUND DISCRIMINATION ANSWERS

1.	STAR	-	START	D
2.	SPINE	-	SPINE	S
3.	SPINAL	-	SPIRAL	D
4.	CRASH	-	CROSS	D
5.	CLAIM	-	CLAIM	S
6.	GAIT	-	WAIT	D
7.	WHICH	-	WHICH	S
8.	FREEZE	-	FREE	D
9.	BEST	-	BEST	S
10.	SCANT	-	CHANT	D

UNFAIR HEARING TEST ANSWERS

1. FILL
2. WATCH
3. THUMB
4. HEAP
5. SIZE
6. LEDGE
7. FISH
8. SHOWS
9. BIT
10. JUICE

INSTRUCTIONS FOR MAKING BACKGROUND NOISE AUDIO TAPE FOR THE UNFAIR HEARING TEST ACTIVITY

Directions: Make a cassette audio tape of the following noises found at school. Turn the volume on the loudest setting when doing all taping.

1. Tape one minute of children playing on the playground at recess.
2. Tape one minute of an entire class walking down the hall.
3. Tape one minute of the sounds found at a busy intersection, horns honking, cars and buses passing, etc. (optional, use only if your school is located on a busy street.)

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Learning Disability

(Suggested Sequence: Follow with Special Considerations: Learning Disability)

Objective:

To experience the frustrations and difficulties encountered by students with learning disabilities, or any learning problem.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 5 minutes
Part III - 10 minutes
Part IV - 10 minutes

Equipment Needed:

Overhead projector and screen, 10 scissors, 10 pairs working gloves, 10 large-eyed needles, 10 pieces of yarn (12" long)

Materials To Be Duplicated:

Handout #1, #2
Feely Bag (See Instructions for Making Feely Bag)
Evaluation Form
Cardboard Letter d (See Pattern for Making Letter d)

Packet Contents:

Directions for Presentation
Handout #1 - Response Sheet for Feely Bag and Oral Directions
Transparency A - Duck/Rabbit
Transparency B - Wife/Mother-In-Law
Transparency C - Man/Girl
Transparency D - 2D/3D
Transparency E - Slight Differences/Big Problems
Transparency F - Understanding Communication
Transparency G - Answer Key for Oral Directions
Instructions for Making Feely Bag and Pattern for Making Letter d

Resources And References:

Attneave, F. Multistability in perception. In R. Held (Ed.), Readings from scientific american: Image, object, and illusion. San Francisco: W.H. Freeman & Company, 1971, pp. 90-99.

Directions for Presentation

OVERVIEW

The student with a learning disability encounters several disadvantages in the classroom setting. First, unlike physical impairments, the handicap is not observable. Second, while the student has average or above average intellectual potential, the handicap may interfere with learning causing the student to appear dumb, unmotivated, lazy, etc. Therefore, the handicap may be misunderstood resulting in feelings of frustration on the part of the students. Professionals working with such students need to recognize these considerations and develop strategies for dealing with them.

This module is designed to acquaint the participants with some of these feelings of frustration and self-doubt which the learning disabled student struggles with daily. It is meant as an introductory experience and, therefore, only a few adaptive techniques are given. The module, Special Considerations: Learning Disability, is designed to examine appropriate techniques for changing the curriculum.

Degrees of the learning problems discussed in this module are found in all types of exceptionality.

This session is divided into four parts as follows:

Part I: Participants react to activities which simulate problems in tactile discrimination and motor coordination and discuss the results as applied to students' learning problems.

Part II: Participants react to activities which simulate visual perception deficits and discuss the results as applied to students' learning problems.

Part III: Participants react to activities which simulate auditory perception and processing difficulties and discuss the results as applied to students' learning problems.

Part IV: Participants react to activities which simulate auditory memory difficulties and discuss the results as applied to students' learning problems.

INTRODUCTION

Paraphrase:	Students who exhibit learning disabilities experience a variety of problems when attempting to function successfully in the classroom. These students who have an average or above average intellectual potential exhibit learning handicaps in the areas of tactile discrimination, motor coordination, visual perception, auditory perception, processing, and memory.

PART I

Tactile Discrimination and Motor Coordination

Paraphrase: Tactile discrimination or motor coordination is required for some learning tasks.	Many learning tasks require tactile discrimination or motor coordination skills. The most obvious are those requiring parts to be fitted together or written responses.
Ask for examples.	What are some tasks required in your class which involve the use of these skills? (Examples: discriminating shapes or textures, estimating sizes or temperatures, handwriting, typing, etc.)
Distribute Feely Bag(s) and Handout #1: Response Sheet for Feely Bag and Oral Directions.	Explain to participants that the "feely bag" contains twelve items which are to be identified by touch. Since the items are in a thick closed bag, the identification process will be further hampered by the thickness of the material.
Explain the activities. (Have at least one "feely bag for every 15 participants.)	(It is recommended that at least one bag be provided for every 15 participants.)

Circulate "feely bag(s)." Refer to upper half of Handout #1: Response Sheet for Feely Bag.	Instruct participants to take about 30 seconds to feel the items in the bag, pass the bag to the next person, and list the items on the response sheet provided. (Handout #1)
Conduct the manual dexterity activities:	While the bag is being circulated, conduct the following fine motor exercises to demonstrate how difficulty with manual dexterity can frustrate a learner.
1. Writing.	1. Have participants write their names with the non-writing hand. Then trace over the writing backwards with the non-writing hand.
2. Finger exercises.	2. Do finger exercises such as, a. Hold all fingers together straight up. b. Separate the outside fingers, leaving the middle two together. c. Separate one finger from the other three fingers. d. Separate two fingers and two fingers.
Optional: Conduct the fine motor activities while wearing work gloves: 1. Cut with scissors. 2. Thread needle with yarn.	3. Additional fine motor activities include: a. Cutting with scissors while wearing work gloves. b. Threading a large-eyed needle with yarn while wearing gloves.
Discuss feelings using questions provided.	Discuss participants' reaction to the experience using the following questions: 1. How did you feel while doing the task? 2. Were you frustrated? 3. Did you feel inadequate?

4. How do your feelings relate to those of a student with learning problems?

Discuss manual dexterity demands.

Discuss how manual dexterity relates to learning tasks in your content area.

Examples: Typing, threading a sewing machine, setting up type, handling equipment, measuring, cutting, etc.

Read the list of item in the "feely bag" and discuss participants' reactions to the activity.

Allow 5 minutes for activities and for discussion.

Read the list of items in the "feely bag." Discuss the difficulties encountered and the errors made.

1. paint brush
2. safety pin
3. poker chip
4. penny
5. bottle cap
6. spool of thread
7. paper clip
8. string of beads
9. roll of tape
10. screw
11. emery board
12. pencil eraser

Paraphrase:

Learning tasks requiring tactile discrimination or manual dexterity must be adapted to accommodate students with learning problems.

Often students are expected to perform tasks which require a sense of touch. (Examples are: Working on equipment when parts cannot be seen, as in automotive repair; telling which way the nap runs in sewing.) Students with learning problems sometimes have a tactile discrimination difficulty which requires learning through senses other than touch.

PART II

Visual Perception

Paraphrase:

Visual perception is different from visual acuity. Glasses do not improve visual perception problems.

Visual perception is not related to visual acuity (the ability to see). Glasses cannot improve visual perception.

Show Transparency A: Duck/Rabbit

What we expect students to perceive is not always what they actually do perceive.

Conduct the activity by reading the questions provided.

Conduct a discussion using the following dialogue:

What do you see:

Discuss: Duck or Rabbit?

1. If the first answer is "a duck," say:

> A duck? How many see a duck? That's no duck. That's a rabbit! How many see the rabbit? How can I teach you about rabbits if your mind is on ducks?

2. If the first answer is "a rabbit," say:

> A rabbit? That's not a rabbit. It's a duck. How many see the duck? How can I teach you about ducks when your mind is on rabbits?

If participants do not see the two animals in the picture, point out the two figures.

If participants do not see the two animals, flip the transparency over to show the face of each animal in the opposite orientation. The rabbit faces one direction and the duck faces the opposite direction.

Display the d on the overhead screen.

Paraphrase:

Students with learning problems have similar reversal problems, especially in reading.

Discuss the ambiguity of d, b, p and q while moving the letter d to form each of the other letters.

Using the letter d pattern explain that many students with learning problems experience visual imperceptions which cause difficulty in learning. For example, letters can be ambiguous, causing difficulty in reading. The printed d can become a p or a b or a q depending on how it is visually perceived. The student with visual perception difficulties may read dog as god because he/she perceives the letters incorrectly or bad for pad, or dad.

Show Transparency B:
Wife/Mother-In-Law

Conduct the activity using the instructions provided.

1. Read the introductory questions.
2. Outline both figures until all participants can see both figures in the drawing.

Show Transparency B, say:

1. How many see the wife? (She's the pretty one.)
2. How many see the mother-in-law? (She'd be the hag.)

Outline the pretty girl on the transparency. Then outline the old woman. Work with the figures until all are able to see both figures in the drawing. If necessary use two contrasting marking pens to outline the figures pointing out that the young woman's chin is the old woman's nose.

Show Transparency C:
Man/Girl but cover all figures except the last figures in the second column.

Conduct the activity using the instructions and dialogue provided.

Reveal all of the figures and show how the figure can easily represent a girl or a man.

While showing the last figure in the second column in Transparency C, say:

1. What do you see? (Answers: a man or a girl)
2. This drawing has equal chance of being seen as a man's head or the sitting figure of a girl.
3. The mind can be biased to see either the girl by starting with the top left figure, or the man by starting with the top right figure.

Illustrations, graphs and charts maybe misread, therefore, should be explained in class.

Just as these pictures were interpreted differently by you, students with visual perception deficits may become confused and misread diagrams, illustrations and charts. Therefore, when visual aids are used in class, they should be explained and students should be questioned to determine that the chart or graph is understood.

Show Transparency D:
2-D/3-D but cover all figures except Figure A.

Conduct the activity using the instructions and the dialogue provided.

While showing Figure A of Transparency D, say:

What do you see? (Most will see a two-dimensional hexagon; others may see a three-dimensional cube.)

Show Figures B and C of Transparency D.

Paraphrase:

Students with learning problems have difficulty seeing 3-dimensional objects and the misperception is difficult to change when made.

These figures are generally perceived as three-dimensional cubes. By not perceiving the depth inferred in the drawing, the student may be confused by line drawings representing three-dimensional objects.

Once a figure is perceived, it is extremely difficult to perceive it in a new way due to "mind set." Students with learning problems often misperceive words and symbols.

Show Transparency E: Slight Differences/ Big Problems

Paraphrase:

Confusion can occur when:

Slight differences in visual perception can cause big problems in learning. The following examples cause confusion for students with visual perception problems.

1. Same letter, different sequence.

1. Words which contain the same letters in a different sequence:

sung	angle	tired	density	scared
snug	angel	tried	destiny	sacred

2. Same figure, different rotation and sequence.

2. Words which contain the same figures that become different letters when they are rotated or inverted.

fable	cradle	peach
table	ladle	beach

3. Numerals, transposition.

3. Numerals which are easily transposed, 689 becomes 986; 4765 can be seen as 6574.

4. Symbols, position yield meaning.	4. Symbols in which position is the only clue to meaning, as in the symbols meaning greater than > and less than <. Also + for add and x for multiply.
Teachers must be aware that students may perceive what is not intended.	When a student has problems in visual perception what he/she sees may not be what is intended.
Allow 5 minutes for completion of activities.	As teachers, we must be aware that these slight differences can create big problems for the learner.
PART III	Auditory Perception and Processing
Show Transparency F: Understanding Communication and direct participants to read the saying.	Have participants read the common saying on Transparency F as shown below. "I know that you believe you understand what you think I said but I am not sure you realize that what you heard is not what I meant."
Paraphrase:	This passage contains no difficult words; each word is simple to understand and yet the meaning is obscure.
Students with auditory processing problems experience the confusion of intent just experienced.	The student with auditory processing problems may have as much difficulty understanding what is said in class as you may have had in analyzing the meaning of this statement. What the teacher says and what the student hears may carry entirely different meanings.
Provide frequent checks through questions and	Frequent checks through questions and demonstration should be made to make

demonstration to ensure meaningful communication.

sure you are communicating what you intend.

Read the instructions provided.

Read the following instructions after communicating that this will be a very simple exercise.

1. I am going to give you a verbal word problem to solve.
2. Use no paper or pencil as you listen.
3. The information will not be repeated so listen carefully.

Read the following slowly and clearly. Pause at the end of each sentence.

Read verbatim.

> You are the driver of a bus. You start at the depot with 6 passengers. You proceed a few blocks and stop. Tom and Barbara get off and 5 people get on. You continue a short distance and stop. Three get off and 7 board. The bus starts again, continues, then stops and four get off and 4 get on. It proceeds on its route, stops and Steve gets on and Sean and Brian get off. On the next stop 8 get on and one gets off.

Discuss using the questions provided.

Discuss the participants' reactions using the following questions:

1. What is the bus driver's name? (Answer: Each listener is the driver, or "you are the driver of a bus.")

Allow 5 minutes for discussion of reactions.

2. How many stops did the bus make? (Answer: five stops.)
3. How many assumed you'd be asked how many passengers were on the

the bus at the last stop?

4. What principles of good teaching were violated? Possible responses:
    a) Did not clarify the objective.
    b) Did not allow learning aids such as paper and pencil.
    c) Did not ask for questions to clear up misconception.
5. Did you find this exercise difficult?
6. Were you angry or frustrated by the demands made upon you to perform?

Paraphrase:

Task are misinterpreted many times when students have auditory processing problems.

Even when the teacher thinks the task has been made clear, the student with learning problems may misinterpret what is expected because the auditory processing ability is faulty.

Retaining a lot of new information is difficult for all of us, but impossible for the student with auditory memory deficits.

It is difficult for most of us to keep a lot of new information in our short-term memory banks. It is impossible for those students with auditory memory and/or processing deficits.

The result for these students is feelings of frustration and inadequacy.

Imagine the feelings of inadequacy and/or frustration that the student with learning problems may have when he/she is confronted with a task that is impossible for him/her to accomplish without modification.

PART IV

Auditory Memory

Refer to the bottom half of Handout #1: Reponse Sheet for Oral Directions

Paraphrase:

Knowing the objective of an activity does not ensure achievement for students with auditory memory problems.

Some students have difficulty following oral directions even after the objective has been clearly stated.

The following series of oral directions is an attempt to help you experience problems similar to those a student with an auditory memory disorder may encounter.

Read the direction given **verbatim** and instruct participants to respond using Handout #1.

Read each set of instructions very rapidly.

Read the following directions to the participants and instruct them to use Handout #1 for making responses.

> Look at me and listen very carefully while I read the directions. Do not write anything or look at the paper until I say, "Do it now."
>
> 1. Draw a circle around the star, a line under the circle, and make a cross on the hexagon. DO IT NOW!
> 2. Put the last letter of the third word in the first circle, the fourth letter of the second word in the second circle, the third letter of the first word in the fourth circle, and the last two syllables of the second word in the last circle. DO IT NOW!
> 3. Draw a line under the letter after C, cross out P and E, and draw a line over the letter before O. DO IT NOW!

Show Transparency G: Answer Key for Oral Directions

Have participants check their answers against the Answer Key.

Discuss reactions using the questions provided.

Discuss using the following directions:

1. How many got every answer right?

	2. Did you feel frustrated, defeated or angry?
Allow 3 minutes for discussion of reactions.	
Paraphrase: Oral instructions are ineffective for students with auditory memory difficulties.	The student with auditory memory difficulties may face similar frustrations every day in classrooms where instructions are given orally in rapid sucession.
Use more than one input channel. Example: Provide a written list of instructions as the oral presentation is given.	To increase the student's chances for success, use more than one input channel. Couple a visual list of directions with the oral presentation when a series of directions is given.

SUMMARY

Paraphrase: Hopefully, the simulations just conducted will foster a better understanding of the difficulties encountered by students with learning problems.	Learning problems may cover a wide range of difficulties. In this session several problems associated with tactile discrimination, visual perception, auditory perception and memory have been demonstrated. Through these simulations it is hoped that you have come a little closer to understanding how the student with learning problems may feel when faced with tasks which seem simple to others, but which, because of special problems, can create real obstacles to learning.

FOLLOW-UP ACTIVITY

Explain the activity.	Look for evidence of some of the learning problems discussed here in students who are not achieving up to expectancy in your class.

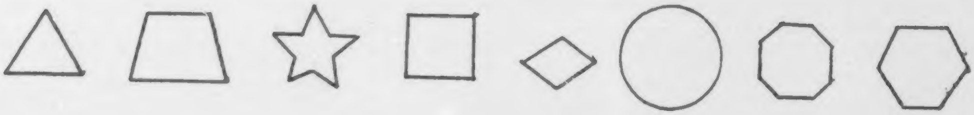
	Try presenting instruction in two or more modes simultaneously, such as visual/auditory, auditory/motor, visual/motor, etc.
	Check for improvement in learning when multi-modes are used.
Schedule a sharing session.	Share the results of this classroom application activity with other teachers in a sharing session.
EVALUATION	
Distribute Evaluation Forms.	Have participants evaluate the session by responding to the questions on the form provided.

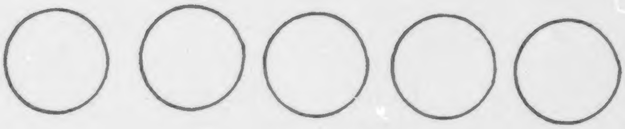
Simulation: Learning Disability: Handout #1

RESPONSE SHEET FOR FEELY BAG

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.

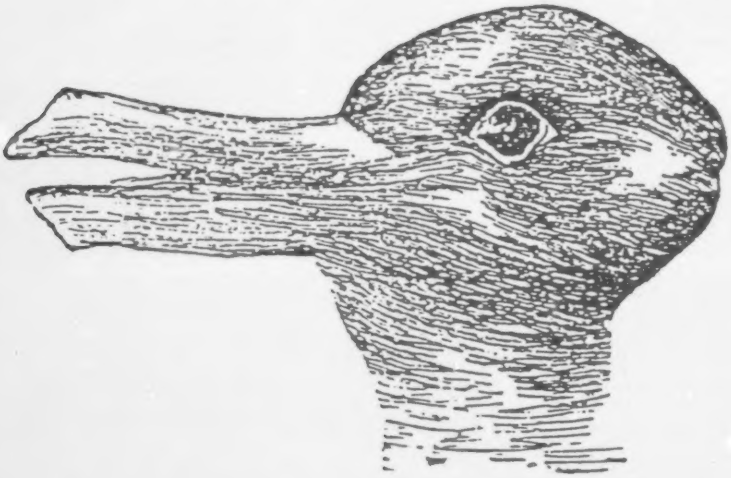
RESPONSE SHEET FOR ORAL DIRECTIONS

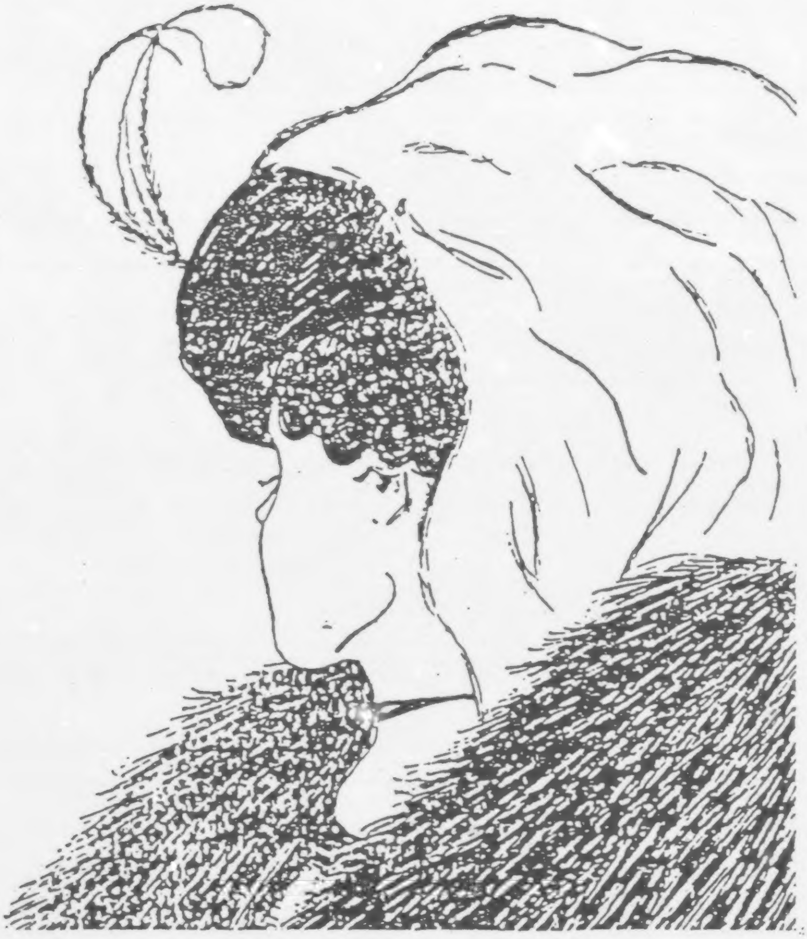
A) 

B) 

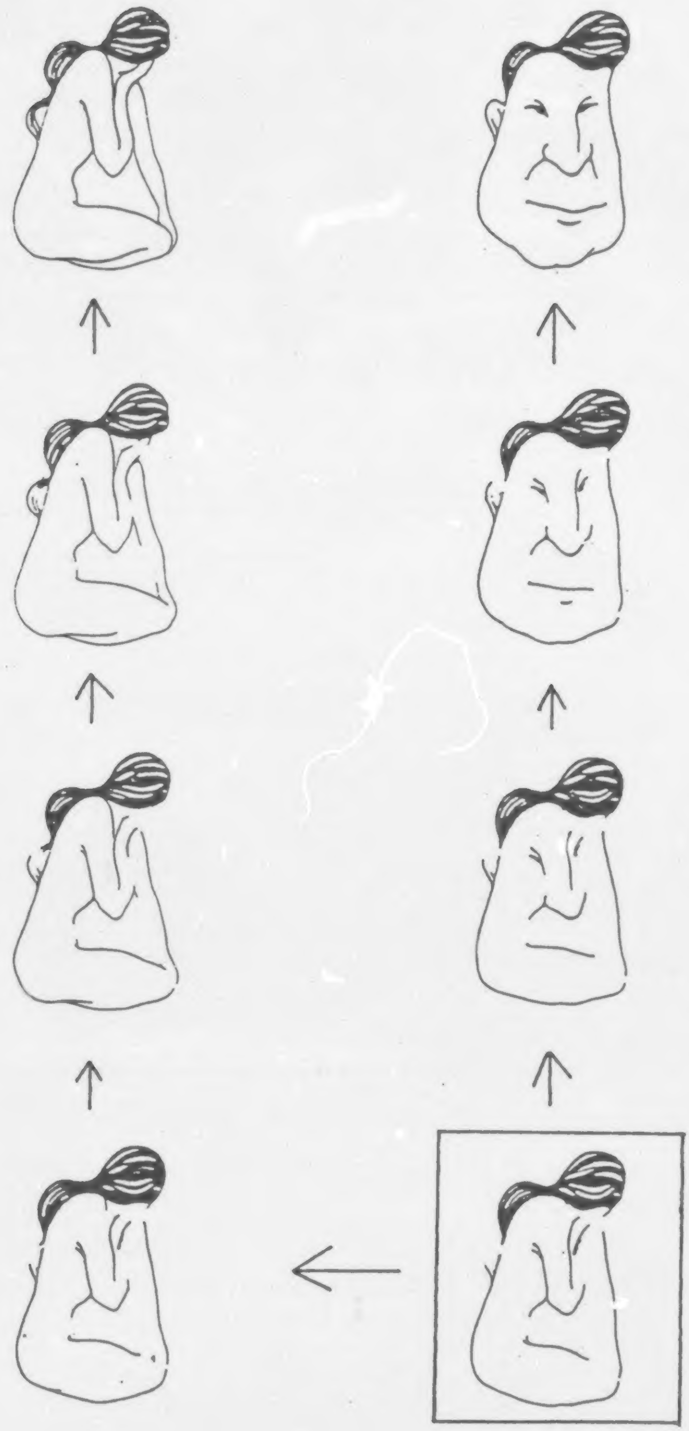
DENSITY DESTINY
DISTURB DISTORT

C) V W M N H J P B D K O Q C G S Z F E L I

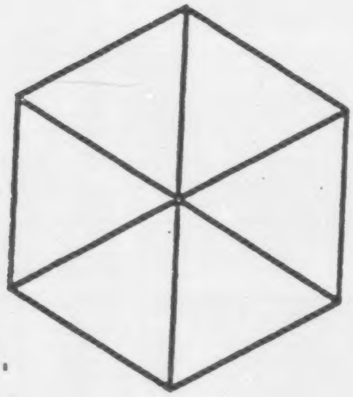


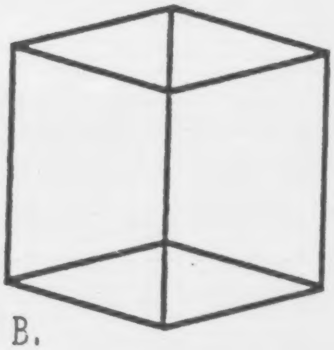


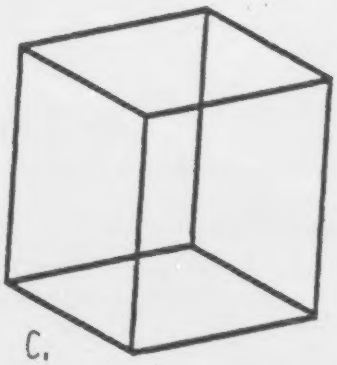
Simulation: Learning Disability: Transparency C



Simulation: Learning Disability: Transparency D


A.


B.


C.

SLIGHT DIFFERENCES/
BIG PROBLEMS

1. SUNG ANGLE TIRED DENSITY SCARED
SNUG ANGEL TRIED DESTINY SACRED

2. FABLE CRADLE PEACH
TABLE LADLE BEACH

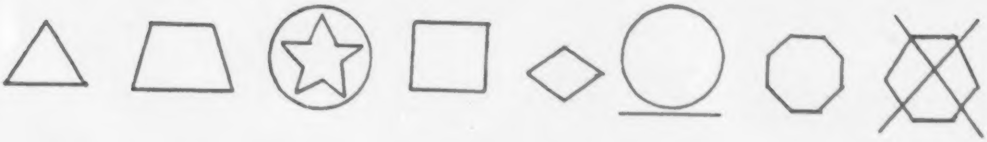
3. 689 986 4765 6574

4. > < + X

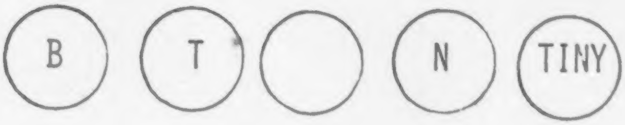
I KNOW THAT YOU
BELIEVE YOU UNDERSTAND
WHAT YOU THINK I SAID
BUT
I AM NOT SURE YOU
REALIZE THAT WHAT
YOU HEARD IS NOT
WHAT I MEANT !

ANSWER SHEET FOR ORAL DIRECTIONS

A)



B)



DENSITY DESTINY
DISTURB DISTORT

C) V W M N H J ~~P~~ B D $\overline{K}$ O Q C $\underline{G}$ S Z F ~~E~~ L I

INSTRUCTIONS FOR MAKING FEELY BAG

1. Fold a 12" x 12" square of heavy material such as velveteen, canvas or felt in half.

2. Stitch around two sides, forming a pocket.

3. Turn the seams inside.

4. Fill the bag with the items listed below. (If you use items of your choice make a list for use in Part I.)

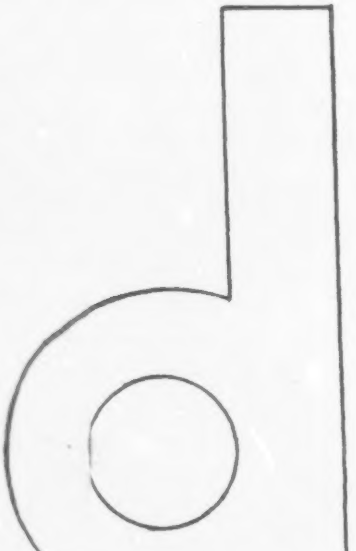
1.	paint brush	7.	roll of tape
2.	safety pin	8.	screw
3.	poker chip	9.	emery board
4.	penny	10.	paper clip
5.	bottle cap	11.	spool of thread
6.	string of beads	12.	pencil eraser

5. Stitch the open side shut with the items inside the bag.

NOTE: A zippered pencil bag of opaque material or a manila envelope may be substituted. Effectiveness may be slightly diminished since these containers are less pliable. Also, caution the participants against opening the bag.

PATTERN FOR MAKING LETTER d

Trace on an index card and cut out. The letter can then be positioned on the overhead projector to be a d, b, p, or q as described in Part II.



Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Mental Retardation

(Suggested Sequence: Can be followed by VEIT Module, Special Considerations: Mental Retardation)

Objective:

To experience the frustrations encountered by a mildly mentally retarded student.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 15 minutes

Equipment Needed:

Overhead projector and screen, 4 (3x5) index cards

Materials To Be Duplicated:

Handout #1, #2, #3
Transparency A, B
Make Adaptive Behavior Activity Cards for Part III (See Instructions for Making Adaptive Behavior Cards for Part III.)

Packet Contents:

Directions for Presentation
Transparency A - Quote from White House Conference Preamble
Transparency B - Answer for Conceptual Clues Worksheet
Handout #1 - The Vibrating String
Handout #2 - Conceptual Clues Worksheet
Handout #3 - Social Adaptive Behavior Chart
Instructions for Making Adaptive Behavior Activity Cards for Part III

Resources And References:

Betz, H. Differential equations with application. New York: Harper and Brothers Publishers, 1957, pp. 262-263.

"Preamble" Report to the President. White House Conference on Children, 1970.

Simulation: Mental Retardation

Directions for Presentation

OVERVIEW

While problems in the life of a mentally retarded individual are to be expected, the classroom seems to offer more than a fair share. To alleviate this situation for both the teacher and the student, teacher understanding of this exceptionality is essential.

In this session, the simulation of the experiences of a mildly retarded student is to be presented in such a way that the teacher will have a better concept of how the mildly retarded student feels and deals with situations.

The experiences provided in this session are intended to alert those working with mildly retarded students to the two-fold characteristics of the mildly retarded. It is meant as an introductory experience and, therefore, only a few adaptive techniques are given. The module, Special Considerations: Mental Retardation, is designed to examine appropriate techniques for changing the curriculum.

This session can be divided into three parts as follows:

Part I: Participants simulate the experience of frustration when given an exercise above their capabilities.

Part II: Participants simulate the experience of abstract concept formation and the benefit of clues.

Part III: Participants experience the feeling of being socially unacceptable due to lack of knowledge of a culture.

INTRODUCTION

Show Transparency A: Quote from White House Conference Preamble

"Let us ask what we want for our children, then let us ask not less for all children."

Discuss using the questions provided.

Discuss the statement using the questions provided below:

1. Our children
   vs.
   all children -
   We care more when we talk about our children.
2. Effects on the educational goals for mildly mentally retarded.

1. What does this mean?
   a) If it is put on a personal basis, we immediately seem to care a little more.
   b) We must help "our children."
2. How does what we want for "our children" affect what we want for all children?
3. How does this affect the educational goals of the mildly mentally retarded?
   a) We must train them for jobs.
   b) We must help them live as independently as possible as contributing members of society.

Paraphrase:

The mildly mentally retarded exhibit the following characteristics before the age of 18 years:

1. I.Q. 75 and below.
2. Poor adaptive behavior.

In order to be classified as a mildly mentally retarded, a student must exhibit a combination of the following characteristics before the age of 18 years:

1. I.Q. of 75 or below (This varies according to the state; therefore, give local criteria, if desired.)
2. Poor adaptive behavior.

Part I

Distribute Handout #1: The Vibrating String

Paraphrase:

Simplify information and instructions and provide repeated practice.

One of the most perplexing problems we face in the classroom is that of simplifying information in order that it be understood. We must realize that some students just do not "get it" the first

An essential ingredient with mildly mentally retarded students.

time around. We must simplify our clues in order that each concept be understood. A mildly retarded student has difficulty understanding abstract concepts. Information and instructions must be simplified and practiced repeatedly. The following activity will help participants gain insight into the difficulties experienced by mildly mentally retarded students.

Read the instructions.

Read the following instructions to the participants for the activity given:

> Using Handout #1, you have 5 minutes to read the explanation of the vibrating string. This will be followed by a discussion of the procedures. You will be held responsible for the information discussed.

Discuss, using questions given.

Allow 5 minutes for discussion.

Have participants discuss the procedures using the following questions:

1. Who would like to begin the discussion?
2. You had five minutes. Let's hear some comments!
3. Why can't we discuss this?
   a) No clues.
   b) No previous knowledge.
4. How did this experience make you feel?
   a) Anger towards the instructor?
   b) Frustrated?
   c) Defeated?
   d) Why-bother-attitude, lack of interest or motivation.

Paraphrase:

To learn, mildly retarded students need:

1. Concrete examples.
2. Much practice.

This activity was very abstract and difficult to understand unless you have had prior instruction. Again, mildly retarded students find it very difficult to learn abstract subjects. Even concrete subjects, things they can see and do, require constant practice to learn. They must overlearn to achieve.

Part II

Distribute Handout #2: Conceptual Clues Worksheet.	On Handout #2, have participants complete the worksheet by giving the following directions:
Explain the activity using instructions provided.	1. You have 5 minutes to complete the worksheet.
Impress upon the participants that they are being asked to complete a very simple task, which they learned in the first grade.	2. This is much simpler than the previous task, therefore you will have no problem finding the correct answer.
Allow 5 minutes for completion of activity.	3. It is very simple. You all know it. 4. Get busy. Don't just sit there.
Discuss participant reactions, using questions given.	Have the participants discuss the feelings and problems they encountered in completing the task, using the following questions.
Allow 5 minutes for discussion.	1. How many completed the task? 2. How did you feel? a) Frustrated? b) Anxious? c) Angry? d) Did you give up?
Explain the value of clues.	Show how it all falls into place with the proper clues: Clue #1: It is a mathematical equation. Clue #2: Diamonds inside square denote negative numbers. Clue #3: Diamonds outside squares denote positive numbers. Clue #4: Add across and down.
Show Transparency B: Answer for Conceptual Clues Worksheet	Answer: +2
Discuss:	Items often seem impossible to understand until the proper clues have been

Teachers must provide:
1. Simple clues.
2. Clues prior to assignments.

given. How much simpler the task would have been if the clues had been presented prior to the assignment. As teachers, we must orient ourselves to simplicity. Simple clues can open doors to understanding. This applies especially to students who are mildly retarded since they do not apply information to new situations.

PART III

Paraphrase:

Mildly mentally retarded students may be deficient in adaptive behavior skills.

We have simulated how it feels to be faced with a problem you are incapable of solving without clues. Now we will simulate another characteristic of mildly retarded students, deficiencies in adaptive behavior skills.

The mildly retarded student must learn:

1. Basic academic skills for daily living.
2. Appropriate reasoning and judgement.
3. Vocational skills and social responsibility.

The mildly retarded student must learn:

1. How to apply basic academic skills in daily living activities.
2. Appropriate reasoning and judgement in mastering the demands of his/her environment.
3. Vocational skills and social responsibility.

Explain activity.

1. Select 6 volunteers (4 male, 2 female).
2. Distribute the Adaptive Behavior Activity Cards to volunteers.

Select 6 volunteers (4 males and 2 females) and give each an Adaptive Behavior Activity Card, corresponding to the appropriate sex labelled on the card.

Paraphrase:

Due to deficiencies in adaptive behavior skills, mentally retarded students lack awareness of many commonly accepted social customs.

Due to the deficiencies in adaptive behavior skills, retarded students often exhibit inappropriate social behaviors. Many times these inappropriate behaviors are due to lack of awareness of commonly accepted social protocol. Example: It is often difficult to terminate telephone conversations from retarded students because they are not aware that the caller usually terminates the call.

Explain the simulation activity using the instructions provided.

Explain the activity as described below:

> In order to simulate the problems encountered by retarded students due to lack of social awareness, we will demonstrate several behaviors which are met with different degrees of acceptance in different cultures.
>
> As the volunteers demonstrate behaviors, I would like each of you to write down why his/her behavior is objectionable. We will discuss your findings after each demonstration.

Ask for volunteer with Card #1 to demonstrate the activity described on his card.

> Card #1 (1 male)
> Cross your legs with your ankle on your knee, having the sole of your shoe facing participants.

Discuss:

What we he doing that you found to be inappropriate behavior?

Answer:

Emphasize that lack of awareness causes social problems.

In Middle Eastern cultures this is considered a put-down. By sitting in this position, he was telling each of you that you are as low as the sole of his shoe. An American would unknowingly offend a Middle Easterner because this behavior is accepted in our culture.

Ask volunteers with Card #2 to demonstrate their activity.

> Card #2 (2 males)
> Show some affection towards the other person.
> 1. hold hands
> 2. embrace, etc.

Discuss:

Did any of you find this activity offensive? Why?

Answer:	This is an activity that is not generally accepted in our society.
Emphasize that lack of awareness causes social problems.	In many societies this is fully accepted as a sign of friendship (e.g., in the Middle East it is common to see police officers standing on street corners holding hands, etc.) A Middle Eastern visitor may unknowingly cause uneasiness if this sign of friendship was used to greet an American.
Ask volunteer with Card #3 to demonstrate his activity.	Card #3 (1 male) Compliment the female participants. 1. Your hair looks nice. 2. You look great.
Discuss:	Did you find this activity offensive? Probably not.
Answer:	In our society, we accept positive strokes toward other folks. In some societies this is considered offensive. A gentleman never admires a female. A foreigner who is unaware of this custom may be insulted by a compliment made to his wife.
Emphasize that lack of awareness causes social problems.	
Ask volunteers with Card #4 to demonstrate their activity.	Card #4 (2 females) Put several personal items* on a table. As the second person admires them, give them to her. *(purse, comb, etc.)
Discuss:	What was unusual about this activity? How does it differ from our culture?
Answer:	In many cultures, if a person admires something belonging to you, you are obliged to give it to them. (This is excluding very valuable items.) An American visitor in a foreign country, who is unaware of this custom, may offer inappropriate compliments and may unwittingly cause unwelcome, hostile feelings toward himself.
Emphasize that lack of awareness causes social problems.	

Distribute Handout #3: Social Adaptive Behavior Chart

Read Handout #3.

Allow 3 minutes.

Have participants read Handout #3 and note the cultural comparisons made.

Discuss:

What has this simulation activity pointed out to us that can be compared to the mildly retarded students' adaptive behavior needs?

Emphasize that:

1. What some refer to as normal, others may see as extremely offensive.
2. Being more knowledgeable of others makes us more tolerable of their actions.

1. What some refer to as normal, others may see as extremely offensive. The behaviors just role played were considered inappropriate by one culture or another and lack of awareness of the cultural customs caused insult or embarrassment. The mentally retarded student with poor adaptive behavioral skills may make equally inappropriate responses due to lack of awareness that the response is inappropriate for that time and place.
2. Being knowledgeable of others makes us more tolerable of their actions.

SUMMARY

Paraphrase:

Examine teacher and student behavior, if students fail.

When a student fails to perform as the teacher expects, it is time to look at the teacher as well as the student. Does the teacher understand why the student is not learning and why the student's behavior is different?

Answering these questions usually means that it is time to plan steps to simplify and adapt both the teaching and the learning activities.

FOLLOW-UP ACTIVITY

Explain assignment.

Have participants:

Schedule a sharing session.

1. Observe and list 5 behaviors which are unacceptable in the classroom but may be acceptable outside the classroom.
2. Alter classroom procedures to accommodate some version of at least one of the behaviors listed above. The procedural alterations should answer the question: "How can adaptations be made to avoid the problem?"

Discuss the results of the activity at a sharing session.

EVALUATION

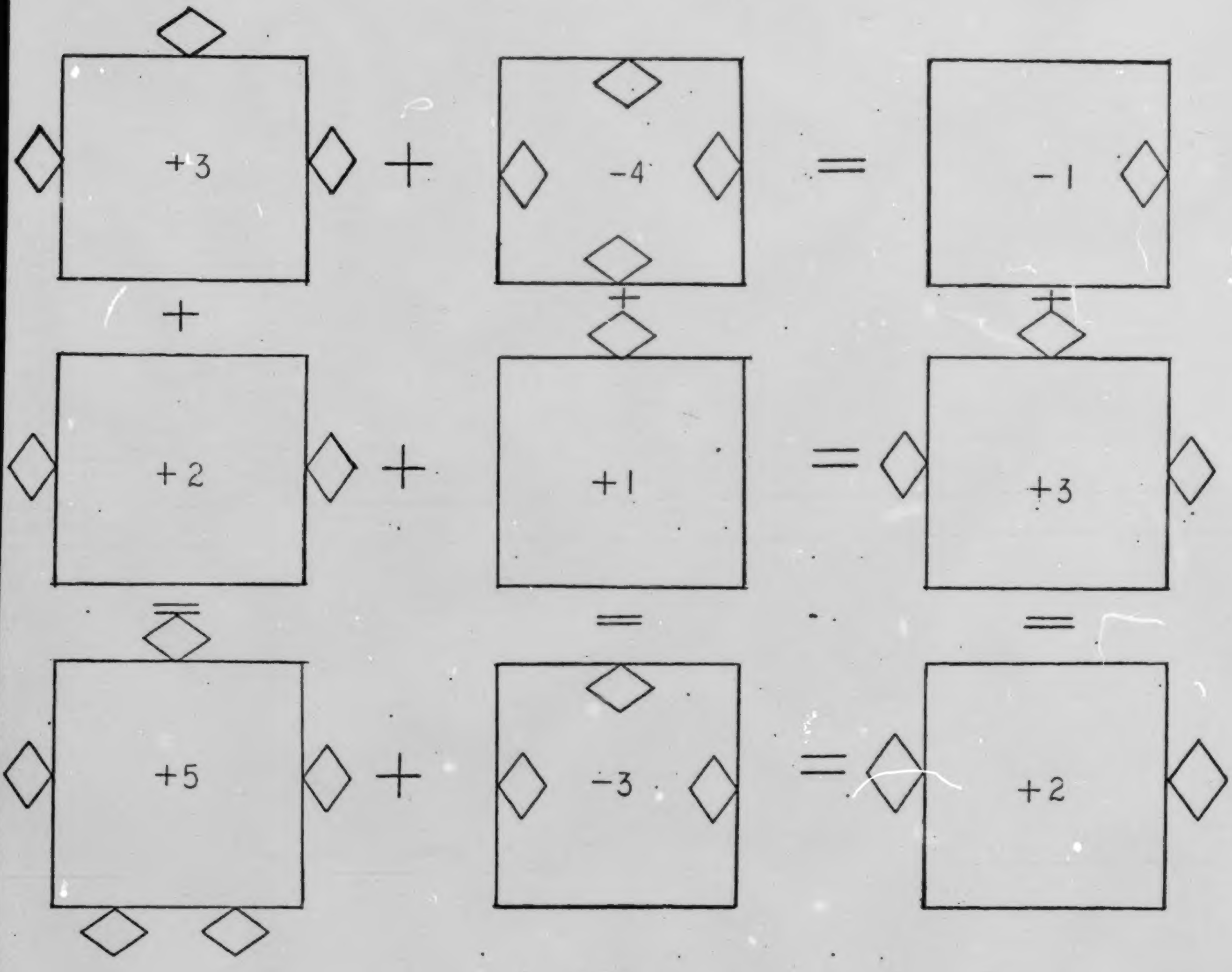
Distribute Evaluation Form.

Participants are to evaluate the session by responding to the questions on the form provided.

LET US ASK WHAT WE WANT FOR OUR CHILDREN, THEN LET US ASK NOT LESS FOR ALL CHILDREN.

"PREAMBLE" REPORT TO THE
PRESIDENT. WHITE HOUSE
CONFERENCE ON CHILDREN, 1970.

ANSWER FOR CONCEPTUAL CLUES WORKSHEET



THE VIBRATING STRING

A tightly stretched homogeneous elastic string of length l has its end points fastened at $x = 0$ and $x = l$ (of Fig. I). When in equilibrium, it coincides with the x axis. Mechanically a string is characterized by the fact that it can support tension only in the direction of its tangent. Let T be the initial tension in the string. Since only small vibrations are to be considered, the tension may be taken to be constant and equal to T.

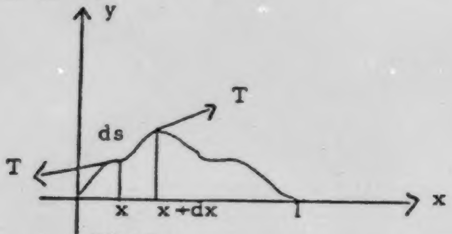


Fig. I

Let y(x, t) be the displacement (in the x, y plane) at any time t, and consider a small segment ds of the string, at whose end points, x and x + dx, we draw tangents whose inclinations are ϕ and ϕ $d\phi$. These angles are considered to be so small that we can take $\sin\phi = \phi$, $\sin(\phi + d\phi) = \phi + d\phi$, $\cos\phi = \cos(\phi + d\phi) = 1$. Neglecting horizontal motion and the effect of gravity, we need only consider the net vertical component of the forces acting on the segment. This is, clearly,

$$T\sin(\phi + d\phi) - T\sin\phi = T\,d\phi = T\frac{ds}{R},$$

where $d\phi/ds = 1/R$, R being the radius of curvature. Now

$$\frac{1}{R} = \frac{\dfrac{\partial^2 y}{\partial x^2}}{\left[1 + \left(\dfrac{\partial y}{\partial x}\right)^2\right]^{3/2}},$$

and since the slope $\partial y/\partial x$ is small compared with unity, $1/R = \partial^2 y/\partial x^2$. Thus

$$T\frac{ds}{R} = T\frac{\partial^2 y}{\partial x^2}\,ds.$$

By Newton's second law, this must equal mass times acceleration. Therefore

$$T\frac{\partial^2 y}{\partial x^2}\,ds = \rho\frac{\partial^2 y}{\partial t^2}\,ds,$$

where ρ is the linear density of the rod, a constant. Finally

$$\frac{\partial^2 y}{\partial t^2} = v^2\frac{\partial^2 y}{\partial x^2}, \qquad (16)$$

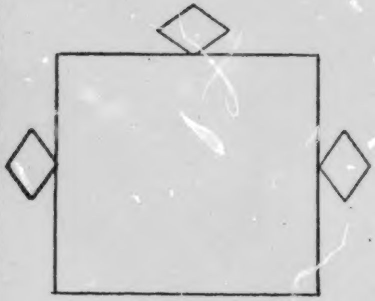
where $v^2 = T/\rho$. Dimensionally we see from (16) that v = distance/time and so is a velocity. We shall see the significance of this later on.

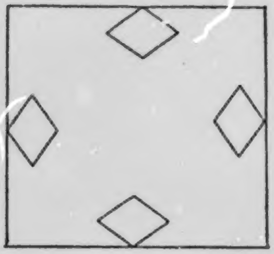
Taken from:

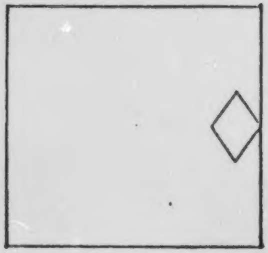
Betz, H. Differential equations with application. New York: Harper and Brothers Publishers, 1957, pp. 262-263.

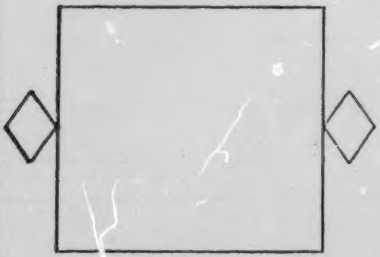
Simulation: Mental Retardation: Handout #2

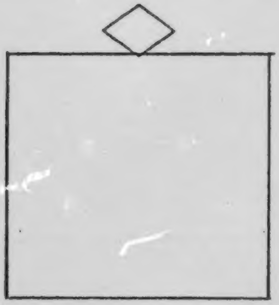
CONCEPTUAL CLUES WORKSHEET

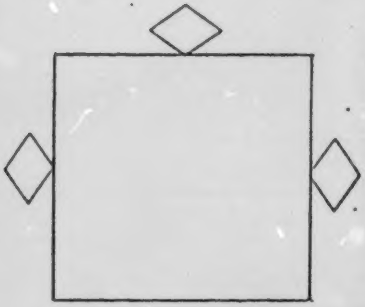


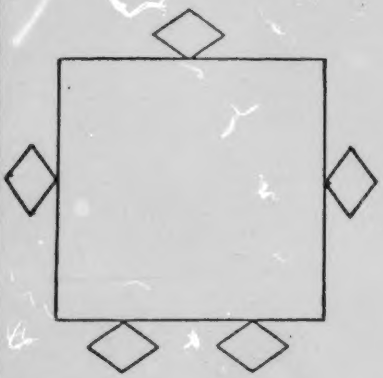


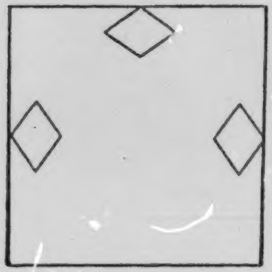


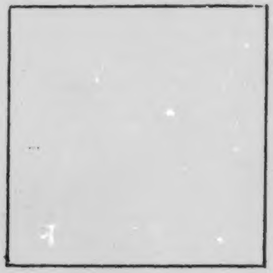












SOCIAL ADAPTIVE BEHAVIOR CHART

Behavior	Western Culture	Middle East Culture
1. Eating with your left hand.	1. Fine - very acceptable.	1. Left hand is considered unclean-offensive.
2. Holding hands with person of same sex.	2. Not generally accepted.	2. Very acceptable - denotes affection.
3. Tell a female she looks nice.	3. Very acceptable.	3. Rude behavior (sexual connotation). You are complimenting anothers possession. See #4.
4. Admiring an item belonging to another (e.g. that lamp is beautiful).	4. Very acceptable - polite conversation.	4. If you admire others' personal possessions, they are obliged to give them to you.
5. Crossing your legs with your ankle on your knee, having your foot face the other party.	5. Very acceptable - most men cross their legs in this manner.	5. Rude. If a person's foot is facing you, it implies that he considers you as low as the sole of his shoe.
6. Time.	6. Very important - cultures structured around it.	6. Totally irrelevant - seldom know even their own birthdate.
7. When entertaining, ask guests if they would like more of an item.	7. Considered polite behavior to offer more.	7. Saying: Offer it to me and I must refuse. Considered impolite not to refuse.
8. Persons of position answering a phone or driving their own car.	8. Acceptable behavior.	8. Never - If you reach a position of power this is considered a menial task.
9. Eating with hand.	9. Not acceptable.	9. Generally acceptable.
10. Being seen in public with a female other then wife.	10. Generally acceptable.	10. Unacceptable.

INSTRUCTIONS FOR MAKING ADAPTIVE BEHAVIOR ACTIVITY CARDS FOR PART III

Directions: Place each of the following instructions on a "3x5" card to be used in Part III of this session.

Card #1 (1 male)

Cross your legs with your ankle on your knee, having the sole of your shoes face participants.

Card #2 (2 males)

Show some affection for the other person.

1. Hold hands.
2. Embrace, etc.

Card #3 (male)

Compliment the female participants.

1. Your hair looks nice.
2. You look super today.

Card #4 (2 females)

Put several personal items* on a table. As the second person admires them, give them to her.

*(purse, comb, etc.)

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Orthopedic Handicaps

(Suggested Sequence: Follow with, Special Considerations: Orthopedic Handicaps)

Objective:

To experience the problems encountered by an orthopedically handicapped student through a simulation activity.

Time Required For Presentation: 30-60 minutes

Part I - 10 minutes
Part II - 10 minutes
Part III - 10 minutes
Part IV - 10 minutes (optional)

Equipment Needed:

One-inch masking tape, box of toothpicks, 13 (3 foot, ½" diameter) dowel rods. Optional: Wheelchair and 3x5 index cards.

Materials To Be Duplicated:

Handout #1
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Gross-Motor Activity
Instructions for Making Architectural Barriers Activity Cards for Part IV

Resources And References:

Wheelchair may be obtained from a local orthopedic appliance rental company.

Directions for Presentation

OVERVIEW

Orthopedically handicapped students have more than their fair share of obstacles in their daily lives. We as teachers can better understand the frustrations that the orthopedically handicapped student encounters in life by simulating some of these experiences. The simulation experiences include fine motor, gross motor, and muscular dysfunctions. These experiences are intended to alert those working with orthopedically handicapped students to the many obstacles presented by daily living tasks to the orthopedically handicapped person. This session is meant to be an introductory activity, therefore, classroom adaptations are not offered. The module entitled Special Considerations: Orthopedic Handicaps explores these adaptations.

The session can be divided into four parts as follows:

Part I: Participants simulate the frustrations of fine-motor handicaps.

Part II: Participants simulate the frustrations of gross-motor handicaps.

Part III: Participants simulate the frustrations of muscle dysfunctions.

Part IV: Participants simulate the frustration of inaccessibility of daily necessities (optional).

PRE-SESSION ARRANGEMENTS

Examine Part IV and decide if it will be used in the session. If used, complete the pre-session arrangements outline at the beginning of Part IV.	Examine Part IV of this module to determine if it will be used in the session. If Part IV will be used, complete the pre-session arrangements outlined at the beginning of that section.

INTRODUCTION

Paraphrase:

Routine daily living tasks are time consuming and tiring for OH students.

When you got up this morning, used bathroom facilities, dressed yourself, ate breakfast, picked up your briefcase, got in your car, and drove to work, how long did the process take? How physically tired were you? What aspects of these tasks were difficult to accomplish?

Many orthopedically handicapped persons find such "routine" tasks very difficult to accomplish because they involve physical exertion, strength, maneuverability, and the precise control of objects. We will attempt to simulate the frustration felt by the OH student.

PART I

Paraphrase:

Fine-motor tasks are required in performing daily living skills. This causes frustration for OH students.

Fine Motor

Fine-motor movement involves hand and finger dexterity in the performance of manipulative tasks. Students with fine-motor handicaps contend with the frustrations of being unable to attend to the everyday tasks that we take for granted, such as dressing, turning pages in books, writing, etc.

Distribute tape and toothpicks.

Distribute 5 toothpicks and 10 inches of masking tape to each participant.

Explain activity by reading the instructions to participants.

Have participants engage in the following activity by reading these instructions:

1. Tape all your fingers on your left hand together.
2. Put your right hand either behind you or in your lap. You may not use this hand during this activity.
3. Using your left hand, assemble

your five toothpicks into a simple pyramid. Remember no assistance from Mr. Right.

Allow 5 minutes for completion of this activity.

4. You have 5 minutes to complete this task. Remember, no cheating. Work slowly and carefully.

Discuss using the questions given.

Discuss the activity using the following questions:

1. How many completed the activity?
2. What kinds of problems did you encounter?
   a) Inability to pick up toothpicks.
   b) Knocking others down.
3. How did this activity make you feel?
   a) Frustrated?
   b) Angry?
   c) Defeated?
4. How did you adapt?

Paraphrase:

Opportunities for frustration are continuously present for OH students.

Can you imagine how OH students may feel? They have the will to perform and the intelligence to complete the task, but their bodies will not function to make simple manipulative tasks a possibility. Can you better understand their frustration? They cope with this not just once, but constantly.

Explain.

Instruct participants to:

1. Remove tape.
2. Keep toothpicks for another activity.

PART II

Paraphrase:

Gross-motor involves moving the limbs, head, and trunk of the body.

Gross Motor

Gross-motor handicaps refer to the inability to move your larger extremities as in walking, combing your hair,

	dressing yourself, etc. For the OH student these movements may be painful, rigid, jerky or may be very limited.
Distribute Handout #1: Gross-Motor Activity and the dowel rods. Explain the activity. Allow 6 minutes for activity.	Working in pairs, have each participant place the dowel rod behind the back and hook the elbows over the ends of the rod. Then have each participant select three activities from the list and perform these activities.
Discuss using questions given.	Discuss the activity using the following questions: 1. How many completed their task successfully? 2. What kinds of problems did you encounter? 3. How did you feel while completing these tasks? a) Frustrated? b) Angry? c) Tired? 4. How did you adapt?
Paraphrase: Understanding the problems encountered aids in finding ways to adapt.	Students having gross-motor handicaps experience frustration in completing these simple tasks. Patience and persistence must be demonstrated by the instructor as well as the student. A better understanding of their feelings aids the teacher in working with OH students to solve adaptation problems.
PART III	
Paraphrase: Cerebral palsy causes individuals to have limited range of motion and uncontrolled and jerky movements.	Muscular Dysfunction The cerebral palsied make up 30% of the physically handicapped population. This disability causes muscular dysfunction so that movements are either

spastic, rigid, jerky, uncontrolled, uncoordinated, or some combination of these. How frustrating it must be to have the mind give an order and the hand unable to follow directions!

Explain activity by reading the instructions to participants.

Have participants engage in the following activity. Read the following instructions:

1. Divide into groups of two.
2. One person should stand behind the partner and place the hands on the partner's elbows.
3. The other participant should be seated and attempt to construct another pyramid, using the same toothpicks as in the previous activity. (Part I).
4. While seated partner attempts to construct the pyramid, the partner standing behind should intermittently apply spasmodic pressure to the arm of the seated partner in an attempt to simulate uncontrolled, jerky muscular movement.
5. Six minutes will be allowed to complete the pyramid.

Allow 6 minutes for activity.

Discuss using the questions given.

Discuss the activity using the following questions:

1. How many completed the tasks successfully?
2. What type of problems did you encounter?
3. How did you feel?
4. Were you able to adapt? If so, how?

Paraphrase:

The problems caused by cerebral palsy are similar to the TV or radio reception problems caused by a storm.

Cerebral palsy is a condition which is the result of damage to the motor area of the brain. The cerebral palsied student wants to move but cannot, due to mixed-up nerve messages. When the nerve message comes into the brain to move the arms, it is processed by the brain and sent out in order for the arm to move. These messages short-circuit and cause the uncontrolled, jerky movements. Sometimes the message helps the arm move out and then the message draws the arm back.

The problem is similar to snow on a TV set, or static on the radio during a storm. The storm has interfered with the TV or radio messages coming into the set and causes poor reception. The same poor reception causes the motor dysfunction in the cerebral palsied student.

PART IV (optional)

Architectural Barriers

Note: It is suggested that the following activity be initiated previous to Part I with a discussion following the activity in Part III.

Complete the four pre-session arrangements:

1. Rent or borrow a wheelchair.
2. Survey the building for barriers.
3. Make instruction cards.

Prior to beginning the session complete the following:

1. Rent or borrow a wheelchair.
2. Survey the building for barriers.
3. Place the instructions given below on "3x5" index cards.

Participant #1 is asked to:

1. Get a drink from the drinking fountain.
2. Go to the restroom.
3. Make a mental note of all the restrictions encountered and return.

Participant #2 is asked to:

1. Use the elevator.
2. Use the phone.
3. Make a mental note of all the restrictions encountered and return.

Participant #3 is asked to:

1. Go out to the street.
2. Go to the office.
3. Make a mental note of all the restrictions encountered and return.

4. Explain the activities to the volunteer participants.

Allow 15 minutes for this activity. (Remaining participants will be involved in activities of Part I and II of this session during this time.)

4. Initiate the following activities:

   a) Select 3 participants to simulate inaccessibility of facilities while in a wheelchair.

   b) Set a time limit of 15 minutes for completion of the activities.

   c) Give each student a "3x5" index card with one of the sets of instructions.

Upon completion of Part III begin here.

After concluding the discussion from Part III, lead participants #1, #2, and #3 in a discussion of their wheelchair experiences.

Paraphrase:

Architectural barriers add to the limitations of OH students.

OH students have increased difficulty when architectural barriers prohibit or reduce access to buildings or parts of buildings. For example, sometimes they must eat lunch in the classroom because the cafeteria is in the basement, and they cannot get down the stairs. We would like you to gain an insight into these problems by listening to a discussion by three people who engaged in several activities while seated in a wheelchair.

Have participants describe their activities and discuss the outcomes using questions given.

Have each of the 3 participants describe the instructions given. Begin discussion by using the following questions while other participants listen:

1. Were you successful?
2. What obstacles did you encounter?
3. How did you adapt?
4. Were there any impossible feats?
5. How did other people react to you?
6. How did you feel about their reactions?
7. How do you think a student feels when these obstacles are encountered on a daily basis?

Elicit comments from other participants.

Elicit comments from the remaining participants about observations or insights.

SUMMARY

Paraphrase:

OH students have strengths as well as limitations. Build upon the strengths.

Each orthopedically handicapped student is a unique individual with some of the limitations which you have just experienced, but also with strengths to build upon. As teachers, we must seek to build upon the strengths.

FOLLOW-UP ACTIVITY

Explain activity.

Have participants go through an entire day without using their left hand.

Schedule a sharing session.	Have them make note of the obstacles encountered. Schedule a sharing time for discussion of experiences or have them write a short paragraph describing their experiences.

EVALUATION

Distribute Evaluation Form.	Participants are to evaluate the session by responding to the questions on the form provided.

GROSS-MOTOR ACTIVITY

Select 3 activities from the following list. Perform each activity with the dowel rod placed behind your back with elbows hooked at either end.

1. Tie your shoes.
2. Unbuckle and buckle your belt.
3. Remove shoes and put them back on.
4. Tie your tie.
5. Comb your hair.
6. Put on lipstick.
7. Remove your earrings and put them back on.
8. Write your name.
9. Tuck in your shirt.
10. Unbutton the top button on your shirt and rebutton it.
11. Drop a pencil and pick it up.
12. Get your money out of your pocket.

INSTRUCTIONS FOR MAKING ARCHITECTURAL BARRIERS ACTIVITY CARDS FOR PART IV

Direction: Place each of the following instructions on a "3x5" card to be used in Part IV of this session.

Participant #1 is asked to:

1. Get a drink from the drinking fountain.
2. Go to the restroom.
3. Make a mental note of all the restrictions encountered and return.

Participant #2 is asked to:

1. Use the elevator.
2. Use the phone.
3. Make a mental note of all the restrictions encountered and return.

Participant #3 is asked to:

1. Go out to the street.
2. Go to the office.
3. Make a mental note of all the restrictions encountered and return.

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Reading Problems

(Suggested Sequence: Follow with Matching Reader Ability and Text: The Cloze Procedure).

Objective:

To simulate the frustrations and difficulties encountered by students with reading problems.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

chalkboard

Materials To Be Duplicated:

Handout #1, #2
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Introduction to the Reading Activity
Handout #2 - Reading Activity
Transparency A - Answer Sheet for the Reading Activity

Resources And References:

Burmeister, L. E. Reading strategies for secondary school teachers. Reading, MA: Addison-Wesley Publishing Company, 1974.

Aukerman, R. C. Reading in the secondary school classroom. New York: McGraw-Hill Book Company, 1972.

Simulation: Reading Problems

Directions for Presentation

OVERVIEW

Most teachers are aware that students vary in reading ability. However, we often overlook or are unaware of just how frustrating it is for a student constantly to be presented with material he/she cannot understand.

The purpose of this session is to make participants aware of the problems which accompany reading difficulties. Participants will be put in situations which are similar to those encountered by students with poor reading skills. This experience is intended to make participants more aware of the frustration and anxiety experienced by some of their students.

This session is divided into two parts as follows:

Part I: Participants experience difficulties in reading an assignment.

Part II: Participants discuss their feelings related to the difficulties encountered in the reading activity and discuss reading strategies and adaptations used.

INTRODUCTION

Write the objective for this module on the chalkboard and instruct the participants to read the sentence to themselves silently.	Please read the sentence on the board silently to yourselves.
Paraphrase: Even if this sentence was complex, you, as teachers, probably had no difficulty reading it.	This sentence presents several complex ideas; however, everyone in this room was probably able to read it. Had you not been able to read it, you probably would not have entered a profession, such as teaching, which relies so heavily on reading.
Teachers are good readers. Therefore, teachers do not always realize the frustrations of poor reading ability.	Since teachers themselves are generally good readers, they may not fully realize the frustrations felt by students with inadequate reading skills.

After completing the following activity, you may better understand the problem these students face.

PART I

Distribute Handout #1: Introduction to the Reading Activity and Handout #2: Reading Activity.

Paraphrase:

Explain the activity using the following instructions:

Explain the activity using instructions provided.
Make comments while participants complete the activity using instructions provided.

> Read Handout #1 and #2 as quickly as you can. Your grade and class placement will depend upon your performance on this activity.

Allow approximately 15 minutes for completion of activity.

While participants read and respond on the activity sheets, make various comments that are typically made by teachers such as:

1. Work quickly and quietly.
2. No talking! Don't talk to others.
3. Do your own work.
4. Think about what you're doing.
5. Let's get busy!
6. Remember, we don't have all day.
7. No cheating.
8. No whispering.
9. Don't help one another.
10. You're not doing the assignment!
11. We just covered this yesterday.

Talk continuously while the participants complete the assignment. Try to create as much pressure to perform as possible.

Discuss using the questions given.

Discuss activity using these questions:

1. How many completed the task?
2. How many feel they completed the task satisfactorily?

Show Transparency A: Answer Sheet for Reading Activity

Ask for a volunteer to read the instructions and answers on Handout #2. Ask participants to correct their papers to confirm the correctness of their responses.

PART II

Discuss the activity using the questions provided.

Emphasize the following ideas:

1. Reading difficulties lead to a variety of negative feelings.
2. People use various strategies and adaptations when faced with reading problems.
3. Students with reading problems react with the same types of behaviors as participants did when faced with material they cannot read.

Discuss the activity using the questions provided below:

1. What strategy did you use to complete the task?
   a) Guessing.
   b) Similarity of shapes and configurations.
   c) Reversing the letters of each word.
   d) Trial and error.
2. What were you thinking as you completed the activity?
   a) This is impossible.
   b) This is a waste of time.
   c) I don't understand this.
   d) I wish the presenter would be quiet.
3. How did you feel?
   a) Anxious.
   b) Bored.
   c) Angry.
   d) Frustrated.
4. How did you react to the comments made while you worked on the activity?
   a) Angry.
   b) Disgusted.
   c) Quit working.
   d) Looked around the room.
5. How do these experiences relate to a student with reading problems?
   a) Feeling of confusion.
   b) Defeat.
   c) Refusal to work.
   d) Lack of interest.

6. How did your feelings during the activity relate to observable responses of students who cannot read assignments?
   a) Finished work hurriedly.
   b) Refused to complete task.
   c) Worked very slowly.
   d) Complained about assignment.
   e) Asked for help.
   f) Copied from others.

Paraphrase:

Describe the obstacles purposely incorporated into the activity to add difficulty.

Share with participants the considerations included in the construction of the reading task. As teachers, we inadvertently make the same demands on students.

1. Tried to make instructions difficult to understand. Ex: Final instructions said to complete task above all considerations.

2. The fruits were matched by identification of configuration. Ex: grape-grape.

3. The pets were matched by adult-child relationships. Ex: horse-pony.

4. The boy-girl match was an example totally unrelated to other pairs.

FOLLOW-UP ACTIVITY

Have participants:

1. Observe students.
2. List behaviors which might indicate a reading problem.
3. Determine further screening procedures.

Have participants observe their students for one week. In making the observations, the participants should:

1. Identify and record specific student behaviors which may indicate reading problems. Make a list of these behaviors.

2. Based upon these observations, each participant should make a list of students who may have reading problems and will need further screening.

Schedule a sharing session.	At an informal session have participants discuss the results of these observations and determine appropriate follow-up procedures.

SUMMARY

Paraphrase: Poor readers experience more frustration than you did with this experience because:	Although this task posed some problems for you, it was not as frustrating as ordinary textbooks are to students with reading problems because:
1. You knew everyone was experiencing difficulties.	1. You were sure everyone else was having as much difficulty as you were. Students do not have this assurance.
2. You had confidence based on previous success.	2. You had confidence from previous successes with reading to reinforce your attempts to solve this new problem. Students with reading problems many times have not had these previous successful experiences. Constant failure has been the only reward for performance.

EVALUATION

Distribute the Evaluation Form.	Participants are to evaluate the session by responding to the questions on the form provided.

Simulation: Reading Problems: Handout #1

INTRODUCTION TO THE READING ACTIVITY

This activity should not take a lot of time. Nor should it cause a great deal of anxiety. Simply try to complete the task in a calm, problem-solving manner as quickly as possible. Please be sure to complete the task, however.

This activity is designed to help you gain an awareness of the problems, anxieties and frustrations experienced by students who have reading difficulties. Therefore, please be aware of your own feelings, frustrations, attention level, and tolerance level as you complete the task. Also, not how you attack the problem and make adaptations in solving it. One warning! If you become discouraged, remember a D is better than an F, so keep trying.

Perhaps the most meaningful discovery is summed up in the following paragraph. It may become a message to remember as you work with special students in your classroom. Yes, it is written correctly.

> This paragraph is just written
>
> always is there that realize you help to
>
> another way to do almost anything,
>
> is it time first The .reading including
>
> always hard to do something a new way
>
> have you that now again this read but
>
> the hang of it! Gets easier, doesn't it?

READING ACTIVITY

arow a liuə 7rom tyə t7nif iu fdə lə7f
colnwu fo 7yə wotcyiuə 7ruit ir tdr
uibyf colnmu. Lyər buɑm a linə
tuow 7de def iu tye lətf colnwu fo
tde wə7cdiug qef iu fdə tdgirnmulo c.
it hontnod likə trnif, pouf hctam
eht tuuit. it uoy bonf ekil qəfz, pout
watch fde pefs. tl yon pouf like dofy,
yctpu; 7yəw dofh ouhmap.

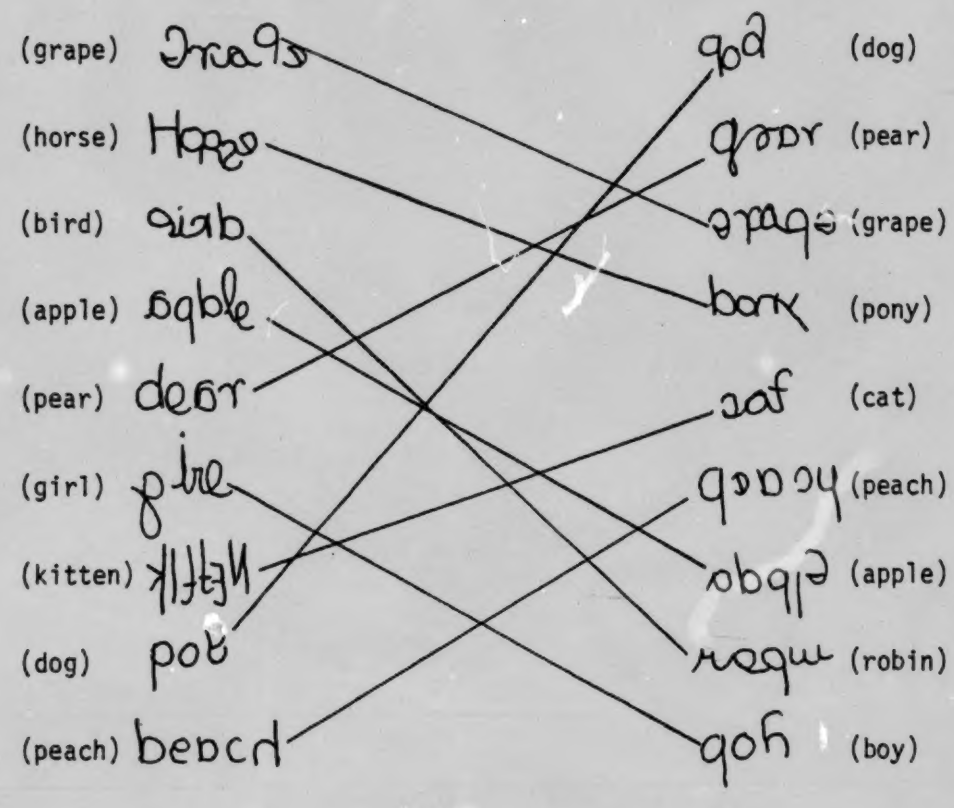
ɘɿɒqɘ
Hogge
giab
sqble
deor
pike
NETTK
poe
beocd

qbd
goor
ebafe
bary
sof
hcaeb
elbqa
roqui
qoh

ANSWER SHEET FOR READING ACTIVITY

Draw a line from the fruit in the left column to the matching fruit in the right column. Then draw a line from the pet in the left column to the matching pet in the right column.

If you don't like fruit, don't match the fruit. If you don't like pets, don't match the pets. If you don't like both, match them anyway.


(grape)
(dog)
(horse)
(pear)
(bird)
(grape)
(apple)
(pony)
(pear)
(cat)
(girl)
(peach)
(kitten)
(apple)
(dog)
(robin)
(peach)
(boy)

Awareness

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Simulation: Visual Impairment

(Suggested Sequence: Follow with Special Considerations: Visual Impairment)

Objective:

To experience problems encountered by visually impaired students.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

Overhead projector, screen and waxed paper and felt for masks (See Instructions for Making Masks)

Materials To Be Duplicated:

Handout #1
Transparency A
Masks (See Instructions for Making Masks)
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Writing Worksheet
Transparency A - Writing Answer Sheet
Instructions for Making Masks

Resources And References:

Hanninen, K. A. Teaching the visually handicapped. Columbus, OH: Charles E. Merrill Publishing Co., 1975.

Napier, G. D., Kappan, D. L., Tuttle, D. W., Schrotberger, W. K., & Dennison, A. L. Handbook for teachers of the visually handicapped. Louisville, KY: American Printing House for the Blind., 1974.

RESOURCES AND REFERENCES: (Continued)

Dillman, C. M. & Maloney, P. Mainstreaming the handicapped in vocational education: Serving the visually handicapped. Palo Alto, CA: American Institute for Research, 1977.

Simulation: Visual Impairment

Directions for Presentation

OVERVIEW

It is difficult to walk in another man's shoes. For this reason, it is difficult to understand or feel empathy for the problems related to visual impairment when one has had no direct experience with them. Since it is impossible to become visually impaired at will, experience can only be gained through simulation.

The activities planned for this session provide an opportunity for participants to experience temporary visual impairment. Participants will engage in normal daily activities using blindfolds and then discuss the feelings and problems they experienced. They will also share the adaptations used to solve some of the problems.

The session can be divided into two parts as follows:

Part I: Participants experience mobility problems as well as the shape, and space discrimination encountered by visually impaired students.

Part II: Participants discuss the feelings and problems experienced in simulation activities and share the attempts made to adapt to these problems.

INTRODUCTION

Schedule session to be held in a room which is unfamiliar to the majority of the participants.

Prior to the session:

Prior to the session, select someone to distribute masks.

1. Station someone outside the door to the room to distribute the masks before the participants enter the room.
2. Give half the participants wax paper masks and half of the participants felt masks.
3. Instruct participants to put on the mask and to enter the room and find a seat in the front of the room. Have them leave the masks on for the entire session.

Greet participants as described.

4. Stand in the front of the room and as the masked participants enter room talk to them as follows:

1. "Welcome."
2. "Come right in and have a seat."
3. "Be seated quickly because we don't have much time."
4. "Please come to the front of the room so that we can all be together for the activities."
5. "Leave your masks on and no peeking."

PART I

Distribute Handout #1: Writing Worksheet

Paraphrase:

As you have just experienced, visual impairment affects how a person relates to the environment. How would you react to your daily activities if you lacked information about color, shape, size, or space? Mental images of an elephant, a skyscraper, a blue sky, a yield or stop sign, or the position of a handle on a cup would be confused or meaningless to you. Your only contact with the world would be through hearing, smelling, tasting, or feeling. Imagine trying to draw conclusions about the concept of elephant by trying to feel, smell, taste or hear it. Your favorite spectactor sport, football, baseball, or soccer, would lack complete meaning unless someone described the rules and playing field in complete detail verbally.

Visual impairment prohibits easy use of information about color, shape, size or space, in forming concepts for daily living activities.

Visual impairment forces the person to rely on other sensory information such as hearing, smell, taste, touch.

Explain the activity. Read the instructions given to participants.

On Handout #1, have participants respond to the following instructions:

1. Put on the masks again.
2. Fold and crease the sheet of paper in half vertically and then horizontally forming 4 sections.
3. Open the paper and place it on the desk vertically.
4. Get a pen or pencil and write your name in the upper right-hand corner of the upper right-hand section of the paper.
5. In the upper left-hand section draw a 2½" hexagon and draw a trapozoid in the middle of it.
6. In the lower right-hand section print the letter A only large enough to cover the upper left-hand corner of the quarter section.
7. Exchange pens or pencils with your neighbor and write the color of the lead or ink now being used by you in the lower left-hand section of the paper.

Have participants remove masks and show Transparparency A: Writing Answer Sheet

Have participants remove the masks and correct the worksheet.

PART II

Discuss participants' reactions using the questions given.

Discuss participants' reactions and problems using the following questions:

1. How did you feel when you entered the room blindfolded?
    a) Awkward.
    b) Fearful of getting hurt, falling, bumping into things.

- c) Embarrassed about hitting others.
- d) Confused by directions and spaces.
- e) Isolated and alone.

2. How was using the felt masks and the wax paper masks different?
   - a) No vision vs. distorted blurred vision.
   - b) No forms for clues vs. image forms available.
   - c) No color clues vs. color clues available.
   - d) Some light gives feeling of safety.

3. What problems did you encounter?
   - a) Stumbled.
   - b) Walked into people, walls, and desk.
   - c) Didn't have enough hands.
   - d) Moved slowly and in jerky fashion.
   - e) Became confused and wandered around seeking something familiar.

4. How did you adapt?
   - a) Followed presenter's voice or voices of other participants.
   - b) Used touch to guide movement.
   - c) Became sensitive to air movements of people approaching or nearing solid objects.
   - d) Used smell - others' perfume or after-shave, etc.

5. What problems did you encounter in the paper folding and writing tasks?
   - a) Writing slow and messy.

b) Difficulty finding the correct position for writing responses.
c) Difficulty judging size.
d) Couldn't identify color of ink.

Paraphrase:

Visually impaired individuals must be given mobility training to learn to adjust. They adjust just as you do to the situations given.

Visually impaired students learn to adjust just as you have. They must be given mobility training to function in daily surroundings. They adjust just as you have in the following situations:

1. Walking into a dark restaurant, theater, or drinking establishment in the middle of the day.
    a) How did you feel?
    b) How did you adjust?

2. Walking up stairs in the dark.
    a) How did you feel?
    b) How did you adapt?
    c) Did you miss a step?

3. Swimming under water toward one specific place and ending up somewhere else.
    a) What senses did you use?
    b) What confused you?

4. Getting up in the middle of the night, in the dark and trying to find something?
    a) What senses did you use?
    b) How did you alleviate your confusion?

SUMMARY

Paraphrase:

Sounds and air movement are important for mobility.

All of the other senses lend information in forming concepts.

As you have discovered, vision is not absolutely essential for determining the layout of a room or doing a task. You can learn to function without vision but a different set of reference points must be developed. Sounds and air movement become much more relevant for mobility. All of the senses are now important for gaining information in concept formation.

Teachers must aid visually impaired students by: 1. Using a variety of sensory materials in teaching. 2. Making specific adaptations when needed.	Teachers must assist visually impaired students in using these other senses for learning through planned multi-sensory instructional experiences and specific adaptations.

FOLLOW-UP ACTIVITY

Explain the activity.	Determine how your school district or school obtains talking books and large type books for visually impaired students. Investigate to see if your textbook is available in any of these formats.
Schedule a sharing session.	At a sharing session compile a list of textbooks which are available as talking books or in large type for visually handicapped students.

EVALUATION

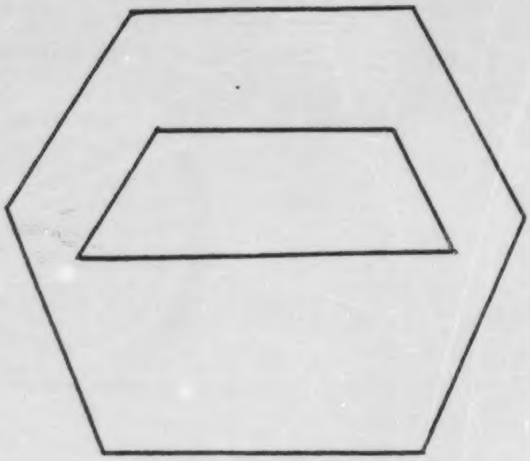
Distribute the Evaluation Form.	Participants are to evaluate the session by responding to the questions on the form provided.

WRITING WORKSHEET

Simulation: Visual Impairment: Transparency A

WRITING ANSWER SHEET

Your Name

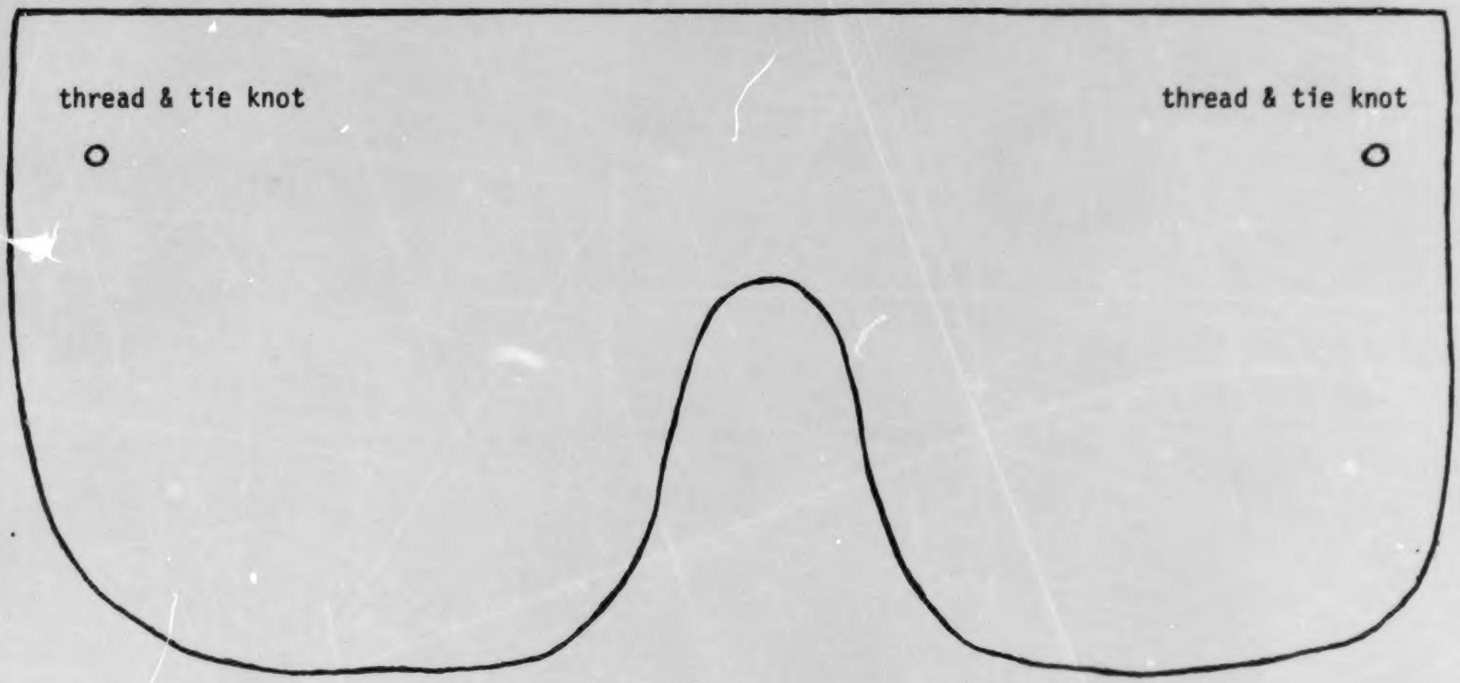


Correct color name of ink
from neighbors' pen or pencil.

Were you correct?

INSTRUCTIONS FOR MAKING MASKS

Materials Needed: Felt, elastic thread, needle, scissors, waxed paper, and rubberbands.



Directions:
1. Cut out masks, ½ from felt and ½ from waxed paper.
2. For felt masks:
   - a) Thread needle with elastic thread.
   - b) Run needle though felt mask at left side and tie a knot. Do the same on right side.
3. For waxed paper masks, put a rubberband around head to secure.

DIAGNOSIS AND ASSESSMENT

Diagnosis and Assessment

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Matching Reader Ability and Text: The Cloze Procedure

(Suggested Sequence: Follow with Analyzing Instructional Materials: Establishing Readability)

Objective:

- To construct, administer, score, and interpret a Cloze test using any given text.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 20 minutes
Part III - 5 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handout #1, #2, #3
Transparencies A1, A2
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A1 and A2 - Example of an Appropriate Cloze Test Selection and Answers
Handout #1 - Instructions for Construction, Administration, Scoring, and Interpretation of a Cloze Test
Handout #2 - Sample Cloze Test
Handout #3 - Sample Cloze Test Answer and Scoring Sheet

Resources And References:

Burron, A., & Claybaugh, A. Using reading to teach subject matter: Fundamentals for content teachers. Columbus, OH: Charles E. Merrill, 1974.

Taylor, W. Cloze procedure: A new tool for measuring readability. Journalism Quarterly, 30 (Fall, 1953), 415-33

RESOURCES AND REFERENCES (Cont'd)

Cohen, C. Earth's hidden mysteries: Accounts of mankind's unsolved puzzles. Middletown, CT: Xerox Education Publications, 1974.

Woodin, J. C., & Hoyes, L. E. Home and building maintenance. Bloomington, IL: McKnight & McKnight Publishing Company, 1969.

Bormuth, J. The cloze readability procedure. Elementary English, XLV, 1968, 429-436.

Matching Reader Ability and Text: The Cloze Procedure

Directions for Presentation

OVERVIEW

One of the problems teachers face in individualizing instruction for special needs students is matching students' reading ability level with materials.

The procedure presented here is designed to assist teachers in assessing the appropriateness of a given material to a given student's reading ability level. The technique is an informal assessment procedure which can be employed with a single student or an entire class. It requires very little preparation or class time.

The session is divided into three parts as follows:

Part I: Participants become familiar with the construction, administration, and scoring of a Cloze test.

Part II: Participants engage in a model Cloze test activity.

Part III: Participants explore additional considerations in using the Cloze procedure.

INTRODUCTION

Paraphrase:	Teachers cannot assume that approved textbooks are written at a level their students can comprehend.
Teachers cannot assume that students are able to read their text.	
Most available techniques for determining reading level are time consuming and inefficient.	Many techniques are used for determining the appropriateness of a given text for a given student.
	Most of these techniques consist of one-to-one sessions and are, therefore, time consuming and inefficient when many students must be tested.

Available techniques as listed.

Among the techniques available are:

1. Counting oral reading errors.
2. Obtaining comprehension scores following the reading of a passage.
3. Constructing and scoring informal reading inventories, using the text(s) in question.

The Cloze test is a quick and easy method for identifying the students who will experience difficulty in reading the text.

The Cloze procedure is another technique which may be employed in assessing the appropriateness of the reading level of a given textbook for a given student.

This method is based on the assertion that a designated percentage score obtained on a Cloze test can predict a student's ability to comprehend, through independent reading, the material written at that level of difficulty.

PART I

Distribute Handout #1: Instructions for Construction, Administration, Scoring, and Interpretation of A Cloze Test

Paraphrase:

The Cloze procedure allows teachers to use their classroom materials to determine the difficulty level their materials hold for their students.

The teacher can construct Cloze tests using textbooks, worksheets, learner guides, or any printed material to be used by students. The student's percentage score renders an indication of the appropriateness, with respect to level of difficulty, of the material in question.

Discuss using Handout #1.

Allow 5 minutes.

Briefly discuss the construction, administration, and scoring of a Cloze test as described in Handout #1.

PART II

Distribute Handout #2: Sample Cloze Test and Handout #3: Sample Cloze Test Answer and Scoring Sheet

Paraphrase:

When using the Cloze procedure in the classroom, it is essential to:

1) avoid the word "test";
2) create a nonthreatening atmosphere;
3) encourage students to fill in words quickly.

Explain the activity using the instructions provided.

Using Handout #3, score the test.

Allow 15 minutes for the test-taking and scoring activity.

Introduce the Sample Cloze Test (Handout #2) as an activity which will help participants learn how to use the procedure with their students. Explain that it is essential to introduce the activity not as a test but as a text introduction activity. Every effort should be made to:

1. Avoid using the term "test."
2. Create a nonthreatening environment.
3. Encourage students to risk by quickly filling in words.

Explain the activity using these instructions:

1. Turn Handout #3 face down. Do not look at the words.
2. In the spaces provided write in the missing word so that the passage is complete and comprehensible.
3. Probably the first word that comes to mind is the best word, so work quickly.
4. When all blanks have been completed, score the responses according to the guidelines given in Handout #1. Remember: Score only exact words as correct. Do not be concerned because this will not affect achieving a good score.

	5. Compute the score using the formula given at the bottom of Handout #3.
Discuss interpretation of results:	After participants have scored their own tests, discuss:
1. Independent level - 58% - 100%	1. Independent level. A student can comprehend 90 to 100% of the information contained in the material without assistance.
2. Instructional level - 44% - 57%	2. Instructional level. The material is appropriate for teacher-guided instruction.
3. Inappropriate material level - below 44%	3. Inappropriate material level. The material represents the student's frustration level and should not be used without modification. Exception: If appropriate synonyms were used, the material may be appropriate. If a student receives this score, examine responses and give credit for synonyms.
	Rescore the test, giving credit for acceptable synonyms. (optional)
PART III	
Paraphrase:	
Additional Considerations:	When using the Cloze procedure there are several additional considerations:
1. Avoid selections in which the context does not lend itself to Cloze testing.	1. In part, a Cloze test assesses the student's ability to infer from the context of a selection of words which have been deleted. Therefore, when the context does not logically imply particular words, the selection may not be suitable for use in a Cloze test.
Show Transparency A1: Example of an Inappropriate Cloze Test Selection and then Transparency A2: Answers	Use Transparency A1 and A2 to illustrate this point.

2. Use material which presents duplicate key concepts.	2. It is suggested that passages selected from content-area materials be those which present key concepts or key ideas, rather than those which provide easier-to-read examples of key ideas. The reason for this is that the purpose of administering the Cloze test is to estimate the student's ability to read all of a selected piece of material. An accurate assessment should focus on the student's ability to read the most difficult part of a text, rather than the easy parts.
3. Analyze substitution of synonyms.	3. Scores below 44% do not absolutely indicate that a student will have difficulty reading the material. The student may have chosen appropriate synonyms. However, if the student scored 44% or below and did not insert appropriate synonyms, the teacher can expect the student to experience difficulty with that text.
4. Use professional judgement.	4. The Cloze test is an informal test. At best, it provides an approximation of a student's ability to read selected materials. If the results of the test differ significantly from the teacher's carefully considered assessment of a student's ability, the teacher should not hesitate to use professional judgement and disregard the informal test results until further assessment is made.

SUMMARY

Paraphrase: The Cloze procedure offers teachers a quick measure for identifying students who may have difficulty	When there is a question about a student's (or group of students') ability to read independently and comprehend the material in a given text, some measure is needed to determine the appropriateness of the text for the individual student or group. The Cloze

reading and comprehending the text.

procedure can be used. Construction, administration, scoring, and interpretation of a Cloze test can be accomplished quickly and, therefore, can be used as a screening process to identify those for whom the text may be appropriate.

FOLLOW-UP ACTIVITY

Explain the activity.

Have participants apply the Cloze procedure to materials of their own selection. Results can be shared in a later meeting with:

Schedule a sharing session.

1. Other participants
2. Other departments
3. Counselors
4. The reading specialist

EVALUATION

Distribute the Evaluation Form.

Participants are to evaluate the session by responding to the questions on the form provided.

EXAMPLE OF AN INAPPROPRIATE CLOZE TEST SELECTION

THE MENUS OF FIRST GENERATION MANITOBANS OF EASTERN EUROPEAN ORIGIN WOULD BE STRANGE TO US. THEY REGULARLY ATE A VARIETY OF FOODS WHICH INCLUDED ______________ AND OTHER DELIGHTFULLY TASTY DESSERTS AND PASTRIES SUCH AS ______________, PEPHINES. PEPPERMINT FLAVORED BRENIK, WHICH WAS AS HARD AS ______________ WERE SOFT, AND REVEL KUCHEN. FOR LUNCH, A SAUSAGE, ______________, WAS SERVED. IN RECENT YEARS, HOWEVER, THE CHILDREN OF ______________ PARENTS, LIKE YOUNG PEOPLE OF GERMAN ANCESTRY IN THIS ______________, HAVE LOST MUCH OF THE ART OF COOKING THESE ______________ FOODS.

Taken from:

Burron, A., & Claybaugh, A. Using reading to teach subject matter: Fundamentals for content teachers. Columbus, OH: Charles E. Merrill, 1974.

ANSWERS

ORYSHKI

STRUDEL

PIEORGIES

KOLBASA

UKRANIAN

AREA

EXOTIC

INSTRUCTIONS FOR CONSTRUCTION, ADMINISTRATION, SCORING, and INTERPRETATION of A CLOZE TEST

Construction

1. Select a representative passage from your class text of approximately 520 words.
   The passage should not have been previously read by the students.
   In counting the words, include the main body of the material (no captions, headings, etc.)
2. Type the first sentence intact.
3. Beginning with the second sentence, delete every tenth word.
   Use a fifteen-space line in place of the deleted word.
   Number each deletion in the center of the fifteen-space line.
4. Make 50 deletions.
5. Leave the last sentence intact.

Administration

1. Prior to giving the test, demonstrate to students how to take the test.
2. Using an overhead projector or the chalkboard, present a short passage of three or four sentences with every tenth word deleted.
3. Have the class fill in the deletions orally. Explain that while more than one word could be used, only the exact replacements will be accepted on this test.
4. Distribute the Cloze test and explain any further directions to the class.
5. Answer any questions.
6. Instruct students to fill in the blanks as demonstrated in the sample activity.
7. Although there is no time limit, students will usually complete the test in 30 minutes.

Scoring

Test may be scored by teacher as follows:

1. Count the number of exact replacements. Do not count synonyms as correct. Do not count misspellings as wrong.
2. Multiply the raw score (number correct) by two to get the percentage of accuracy.

Interpretation

58% or above -	The material can be used for independent or instructional reading.
44% - 56% -	The material can be used for instructional, but not independent reading. The text material will need to be explained and reviewed in class.
Less than 44% -	The material is probably not suitable for the student and should be adapted or replaced.

Matching Reader Ability and Text: The Cloze Procedure: Handout #2

SAMPLE CLOZE TEST

Glass should be cleaned with a nonabrasive cleaner; for small jobs, a spray can and paper towels are convenient and effective. For larger jobs, such as outside windows, warm water ____1____ with a sponge and removed with a squeegee generally ____2____ an effective job. When outside deposits are difficult to ____3____ a little ammonia or vinegar added to the water ____4____ help. If much detergent or other cleaning agent is ____5____ to the water, rinsing with clear water is needed. ____6____ small rag moistened in vinegar or a cola beverage ____7____often all that is needed to clean tough spots ____8____ as fly specks and chemical deposits. If such spotting ____9____ done before the regular washing with warm water, no ____10____ rinsing is necessary.

Mirrors require almost daily care. They ____11____ generally a part of the room decor (a point ____12____ interest) and in most rooms are used frequently. Glass ____13____ mediums in spray cans or atomizer bottles are especially ____14____ for cleaning mirrors. Most leave a thin film of ____15____ that obliterates very fine scratches and gives the glass ____16____ very desirable sparkle.

Cleaning Furniture

Furniture cleaning and polishing are periodic ____17____ that often are time consuming. There is probably nothing _____ 18 _____ that is as durable as a good paste _____ 19 _____ and such a waxing once a year may be _____ 20 _____ that is necessary if spot cleaning and polishing are _____ 21 _____ when needed. The pressurized cleaner-wax combination is used _____ 22 _____ both in home and public buildings. It is effective _____ 23 _____ durable if applied according to the manufacturer's instructions.

Mildew Control

Mildew _____ 24 _____ is of paramount importance in many climates that are _____ 25 _____ humid. In other areas, mildew may be a problem _____ 26 _____ basements or storage places during the summer months. Mildew _____ 27 _____ caused by molds (a form of fungi) that thrive _____ 28 _____ warm, moist places, especially in areas that are closed _____ 29 _____ that do not have good circulation of air. Dehumidifiers, _____ 30 _____ fans and air conditioners are common devices used to _____ 31 _____ or control mildew.

In closets, cupboards in basements, or _____ 32 _____ under sinks, the air will be dried sufficiently to _____ 33 _____ mildew if a light bulb is burned continuously. Caution: _____ 34 _____ sure the bulb is a safe distance from combustible _____ 35 _____, or a fire may result.

Silica gel or other moisture-absorbing _____ 36 _____ may be used to dehydrate small areas. Silica gel _____ 37 _____ often treated with a color indicator that changes from _____ 38 _____ to pink when full of moisture. When the silica _____ 39 _____ has absorbed all the moisture it will hold, it _____ 40 _____ be dried (in an oven or out in the ____41____) and used again.

Fungicides are available in several forms, ____42____ spray or powder. In most cases, they work well ____43____ used according to the manufacturer's directions. Some spray types ____44____ for use on clothing contain a wax or a ____45____ that also makes the sprayed fabric water-repellent. Others ____46____ contain insecticides that control moths. Chemicals (such as paradichlorobenzene ____47____ paraformaldehyde) give off vapors and are effective mildew protection ____48____ clothing stored in closed places. Poisonous and caustic preparations ____49____ be used with care.

Mildew spots generally respond to ____50____ cleaning or washing. If a bleach is used, care should be exercised in the treatment of dyed fabrics.

Matching Reader Ability and Text: The Cloze Procedure: Handout #3

SAMPLE CLOZE TEST ANSWER AND SCORING SHEET

1. applied
2. does
3. remove
4. will (should, may)
5. added
6. A
7. is
8. such
9. is
10. special
11. are
12. of
13. cleaning
14. convenient
15. wax
16. a
17. chores
18. else
19. wax
20. all
21. done
22. extensively (often)
23. and
24. control
25. extremely (very)
26. in
27. is
28. in
29. or (and)
30. electric
31. prevent
32. areas
33. prevent
34. Be
35. materials
36. substances
37. is

*38. blue

39. gel
40. can
41. sun
42. generally
43. when
44. designed

*45. silicone

46. may
47. or, and
48. for
49. should (must)
50. dry

*prior knowledge required
( ) interchangeable synonyms

Scoring Procedure

____________ Raw Score X 2 = _________%

58% and above - Independent Level
44 to 58% - - Instructional Level
Below 44% - Frustration Level

Diagnosis and Assessment.

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Objective Grading and Test Preparation

Objective:

To increase objectivity in grading and to prepare appropriate tests for special needs students.

Time Required For Presentation: 30 minutes

Part I - 20 minutes
Part II - 10 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handouts #1, #2
Transparencies A, B, C, D, E
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Grading Essay Test Activity
Handout #2 - Techniques for Preparing Tests for Special Needs Students
Transparency A - Radiometer
Transparency B - Common Problems in Objective Grading
Transparency C - The Halo Effect
Transparency D - Expectancy Influence
Transparency E - Extraneous Factors

Resources And References:

Kryspin, W., & Feldhusen, J. Developing classroom tests: *A guide for writing and evaluating items*. Minneapolis, MN: Burgess, 1974.

Directions for Presentation

OVERVIEW

Testing and grading continue to be controversial topics among educators. In the final analysis patrons, students, and teachers want to have some measure of achievement. The question then becomes how can testing and grading be accomplished fairly and productively for all concerned, especially for students experiencing learning problems. This session explores some of the common problems related to objectivity in grading.

An activity in grading and comparing test results is provided, as well as suggested techniques for remedying some of the most common grading-bias errors. Techniques for preparing appropriate tests for special needs students are also discussed.

This session is divided into two parts as follows:

Part I: Participants explore the common problems related to objectivity in grading and discuss techniques for avoiding these problems.

Part II: Participants explore techniques for preparing appropriate tests for special needs students.

INTRODUCTION

Distribute Handout #1: Grading Essay Test Activity

Explain the activity using the instructions provided.

Fairness in grading can present a real challenge even to the most objective and fair-minded teacher. The essay test or free-response test presents the greatest challenge. Explain the activity as follows:

1. Have participants grade the essay responses.

Show Transparency A: Radiometer

1. Grade the two responses appearing on Handout #1. Each response was written by a high-school senior taking science. The question is: Explain what a radiometer is and how it operates. If you are unfamiliar with the

Allow 2 minutes for the activity.	radiometer, use the information on this transparency to help you understand its construction and use. Then, score the two responses on the basis of accuracy and content, not the quality of expression. Maximum score is 30 points.
2. Have participants compare the two scores. Discuss participant grade assignments.	2. Compare the scores you awarded the two responses by subtracting one score from the other. If the difference is greater than two points, you have fallen prey to one or more of the many errors coomonly made by the unwary grader.
PART I Show Transparency B: Common Problems in Objective Grading	
Paraphrase: The three most common problems in grading are:	While there are many problems associated with reliability in grading, the most common influences can be conveniently grouped into three broad categories:
Show Transparency C: The Halo Effect	1. The halo effect 2. Extraneous factors 3. Ill-defined scoring keys
1. The halo effect.	1. The halo effect is manifested when the characteristics of the individual student or the quality of his/her previous answers or performance are allowed to influence the evaluation of specific responses.
a) Positive impressions	a) Consider your scoring of Jill's answer. Did her recent scholarship affect your evaluation of her response? If you were influenced by Jill's past successes, you were affected by the halo that you consciously or unconsciously attributed to her.

b) Negative impressions

b) We are not always positively biased by a student's characteristics. Sometimes negative impressions influence our judgment. For example, was Jack scored lower because of a less favorable impression?

Whenever a grade is more generous due to positive impressions, or less lenient due to negative vibrations, the grading has been contaminated by a form of the "halo" effect.

Show Transparency D: Expectancy Influence

c) Expectancy influence

Paraphrase:

Performance on the first half of the test may influence your grading of the second half of the test. This affects test reliability.

c) Can you usually tell how well a student is going to do by how the first three questions are answered? If you think you can make this prediction you may be under the influence of another form of the halo effect.

Poor performance on the first three answers tends to result in the grader down grading the merits of the fourth question regardless of how well it was answered. The reverse is true as well. If Jill Bright answers the first couple of questions really well, the tendency is strong to overlook omissions or flaws and give good grades for not-so-good answers.

When our judgment is influenced by impressions or by previous performance, the halo effect is at work to reduce test score reliability.

How can we avoid being victimized by this influence?

	Unfortunately the halo effect can not be eliminated entirely, since the subjectivity associated with grading is the result of unconscious as well as conscious forces. However, to reduce the impact of the halo effect two simple techniques can be used when grading free-response questions.
Discuss suggested techniques for reducing grading bias:	
1. Anonymity	1. Make sure all papers are anonymous before grading begins.
a) code names	a) code names
b) code numbers	b) code numbers
c) symbols	c) symbols
d) coded recording system	d) Three-by-five cards with the student's name on one side and identifying code on the other provide a convenient cataloguing method which can be used repeatedly as the identifying codes are changed from one test to the next.
e) ask for other suggestions	e) Participant suggestions
f) ignore identifying traits	f) Ignore identifying traits. Maintaining a student's anonymity, in the final analysis, depends on the teacher's willingness to do so. Sometimes it is easy to recognize a particular student's essay by handwriting, style, sentence structure, etc. If you look for identifying traits, you will find them. A remedy is to avoid looking for identifying traits.

g) shuffle papers when grading	g) Grade the first question on all papers, then shuffle and grade the second question on all papers. Continue this procedure until all questions are scored. This process has two advantages: a) The influence of expectancy is minimized so no student has the advantage or disadvantage of being judged on previous answers. b) Reshuffling helps reduce the chances that individuals whose papers are graded last will suffer unduly from grader fatique.
Show Transparency E: Extraneous Factors	
2. Extraneous Factors	2. Extraneous factors are another major influence affecting objectivity in grading. Consider the test on radiometer you scored. What are some of the extraneous factors which could have influenced the grade? Discuss the various extraneous factors which affect the judgment of the scorer.
Discuss the factors which affect scorer judgment.	
a) Handwriting	a) Handwriting
b) Pencil vs. pen	b) Pencil vs. pen
c) Spelling	c) Spelling
d) Neatness	d) Neatness
e) Organization	e) Organization

Paraphrase:	All elements which are incidental to the content because they are not being taught or tested should be excluded from the grading process. If spelling or handwriting is graded, the implication is that these skills are being taught in addition to the subject matter.
Solution for problem: Grade only what is taught.	The remedy depends upon the teacher's ability to decide what is to be evaluated and what should be excluded. Guidelines should be established and followed scrupulously.
3. Ill-defined scoring keys	3. Ill-defined scoring keys: A third problem in grading tests reliably stems from the lack of a constant standard, or a scoring key.
Discuss using the questions provided.	Discuss using the following questions: a) How did you evaluate the responses of Jill and Jack? b) What was your standard for measuring correctness? c) Did you use Jill's answer for grading Jack's response?
Paraphrase:	When grading is done without a constant standard, there is a general tendency for standards to fluctuate from paper to paper or question to question. Also, without the standard the tendency to be swayed by high-sounding verbage is strong. Without specific points to be evaluated, there is a tendency to give the student partial credit for what appears on the surface as knowledge.
Solution to problem: Establish a well-defined scoring key.	The remedy for this problem is the construction and use of a scoring key which outlines the facts, ideas, or concepts sought and designates the amount of credit each should receive. The use of

a well-defined scoring key improves consistency in grading by minimizing differences in scores which can result from the halo effect, extraneous factors or grading papers at different times when mood, fatigue, or pressures of time cause scorer variations.

PART II

Distribute Handout #2: Techniques for Preparing Tests for Special Needs Students

Appropriate tests for special needs students can be prepared by folfowing the techniques suggested in Handout #2.

Handout #2 has been prepared to assist classroom teachers in preparing appropriate tests for special needs students. Many of the suggestions may seem painfully obvious and unworthy of mention. The intent of the suggestions is to stimulate sensitivity to those seemingly insignificant considerations that may make the difference between success and failure for the special needs students in your classroom.

Have participants read several suggested techniques and discuss which techniques can be incorporated into their test preparation procedures.

Have participants read several suggested techniques and discuss which techniques can be incorporated into their test preparation procedures.

Allow 10 minutes for discussion.

SUMMARY

Attention should be given to avoiding the problems of biased grading.

Objectivity in grading can be a problem if specific attention is not given to reducing possible causes. Grading bias is usually due to the halo effect, Techniques for increasing grading objectivity are:

1. Making all papers anonymous before grading.
2. Shuffling papers before grading.
3. Grading only what is taught.
4. Establishing a standard scoring key before grading.

Preparing appropriate tests for special needs students contributes to learning success. Determine which of the suggested techniques work best for your content area and incorporate them into your test preparation procedures.

FOLLOW-UP ACTIVITY

Explain the activity.

extraneous factors such as fatigue, handwriting, spelling, etc., or poorly defined scoring keys.

Techniques which increase grading objectivity are:

1. Making all papers anonymous before grading.
2. Shuffling papers before grading.
3. Grading only what is taught.
4. Establishing a standard scoring key before grading.

Preparing appropriate tests for special needs students also contributes to successful learning. Several techniques have been discussed in this session and others are mentioned in Handout #2. Find out which ones work best in your content area and incorporate them into your test preparation procedures.

Have participants review the information discussed in the session and in Handout #2 and complete the following activities:

1. Use at least one technique for increasing grading objectivity

	and for grading the next class test. 2. Use at least one technique presented in Handout #2 when preparing the next class test.
Schedule a sharing session.	Have participants share their experiences from completing these two followup activities at a sharing session.
EVALUATION	
Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

GRADING ESSAY TEST ACTIVITY

Directions: Grade each response on the basis of accuracy and content, not the quality of expression. Maximum score is 30 points.

The first response was written by Jill, the editor of the school paper. Jill recently received a full scholarship to pursue a journalism career. Her current grade in science is an "A".

> Several years ago Sir Crookes developed an intriguing device that has fascinated scientists and laymen alike. This clever instrument is a radiometer. This device consists essentially of a miniature paddle wheel which is free to rotate in a horizontal plane within a partially evacuated glass container. One side of each blade of the paddle wheel is highly polished, while the other side is coated with a dull black substance called lampblack. As soon as sunlight is allowed to shine on the container, the miniature paddle wheel starts to spin very rapidly. It continues to rotate until placed in the dark because the sun's radiation is continually absorbed by the black surfaces when the radiometer is exposed to the sun's rays

Points ______

The second answer was scratched out by Jack, the school's star tackle. Jack just recently returned to class after being on academic probation. As it stands, he will probably get a "D" in science.

> A radiometer is a instrument made up of a paddle whell inside a glass jug. There is very little air in the jar - a partail vacuum. The paddle wheel goes around ~~the~~ ~~to~~ side ways like a top. The paddle wheel has four fins. Each fin has a shiny side and black side. When you put the radiometer in the sun the paddle wheel starts to spin cause sun lite is absorbed by the dark sides. When you put it back in the dark, the paddle stops going around. ~~Th~~ This is cause no more energy is getting to the black side of the fin. ~~the~~ ~~[illegible]~~

Points ______

(Taken from: Kryspin, W., & Feldhusen, J. Developing classroom tests: A guide for writing and evaluating items. Minneapolis, MN: Burgess, 1974, p. 58.)

Objective Grading and Test Preparation: Handout #2

TECHNIQUES FOR PREPARING TESTS FOR SPECIAL NEEDS STUDENTS

I. Format Considerations

Original Format	Format Change	Example or Explanation
1. Matching or Definition	1. Group the matching sets in small groups (5-8) instead of an entire page. Read each item aloud. 2. Give the student the option of taking the test orally. 3. Print only the words on the page and give the definition orally. Assign each definition a number. Have the student write the number of the definition by the word that corresponds to the definition..	3. ___ seambinding ___ casing ___ reinforce ___ notch ___ backstitch
2. Fill in the Blank or Completion	1. Give the test orally. 2. Provide key words on the page to aid the student with spelling. Or, do not take points off for spelling errors.	
3. Multiple Choice	1. Read the test questions aloud as well as all the answers. Allow the students to select an answer as you read. 2. Try asking the questions orally. It may be easier for the student to come up with the correct answer when the other answers are not there to cause confusion.	

Original Format	Format Change	Example or Explanation
4. Spelling Tests	1. Print all of the words on the paper and ask the student to say each word as you point to it.	
	2. Print all of the words on the page and give the students oral instructions such as, circle torque wrench, put an X before ratchet, draw a line through point setter, put a check after dwell gauge, etc.	2. torque wrench × ratchet ~~point setter~~ dwell gauge ✓
	3. Print all words on a page. Give oral instructions as above but instruct students to assign specific numbers to each word.	3. 4 torque wrench 2 ratchet 1 point setter 3 dwell gauge
	4. If possible, use an identification test for their vocabulary words.	
5. Essay	1. Assign the student a secretary (a student) to read the test questions as well as to write down the student's response.	
	2. Tape record the test questions. Have the student use another tape recorder to tape the responses.	
	3. Consider allowing the student to demonstrate knowledge or ability using other evaluation techniques.	3. Design a matching test, have the student apply the skill to a real problem or have the student demonstrate the skill taught.
	4. Have the student give you the answers orally.	

Original Format	Format Change	Example or Explanation
6. Identification or Labeling	Use testing procedures which ask the student to "point to" or "select" the correct item described.	Give the student a diagram, model or object to be labeled. Instead of requiring written responses: a) Have the student point to each part as you say its name. b) Point to each part and ask "What is this and what does it do?"

II. Test Adaptations

Adaptations	Example or Explanation
1. State questions as simply and briefly as possible.	1. Use 1- or 2-syllable words whenever possible. Use short, simple sentences. 2. Use concrete terms.
2. Avoid asking questions that require multiple answers.	Original Question: Sometimes, strong storms called typhoons strike the island of Japan. What is a typhoon? How does it differ from a hurricane? What causes such huge storms? What happens to typhoons after they move over land? When do typhoons usually occur? Adaptation: Sometimes strong storms called typhoons strike the island of Japan. 1. What is a typhoon? ________ 2. What causes a typhoon? ______ 3. When do typhoons usually occur? ____________

Adaptations	Example or Explanation
	4. What happens to a typhoon when it moves over land? ____________ ____________ 5. What is the difference between a typhoon and a hurricane? ________ ____________
3. Assign point values to each question and print it on the test.	This strategy helps the student budget time when taking the test. Also, state the maximum number of minutes the student should spend answering each question.
4. Try to balance the test items with regard to format and value.	1. This will give the student who has problems in multiple-choice sections a chance to pass on the basis of ability in other sections. 2. If you notice that a student responds much better to one type of test than another consider preparing tests for that student in the format which assures the best performance.

III. Technical Aspects

Technical Aspects	Explanation	Example
1. Clarity of print: Poor quality print may prove to be insurmountable reading and comprehension barriers for the special needs student.	1. Use typed material rather than handwritten, whenever possible. 2. When using duplicating masters avoid using those which produce copies with indistinct print, e.g., letters smudged, blended together or partially printed, strike-overs, etc. 3. Use pica type rather than elite whenever possible.	
2. Copy quality:	1. Use only duplicating masters that provide a clear, sharp copy.	

Technical Aspects	Explanation	Example
What might seem insignificant quality flaws are often extremely distracting and frustrating to the special needs student.	2. Make sure that the duplicator is functioning properly. Stop printing if you notice streaks through the page where print is faded or barely visible/wrinkles or creases which obscure letters or words. 3. Avoid printing on both sides of the page unless you are using a high grade paper which will not allow the print on the opposite side to show through.	
3. Organization: Many students with learning problems have very few, if any, organizational skills.	1. Try to put all of the information that the student will be responding to on the same page. (If a visual requiring an additional page is necessary, direct the students to separate the pages so that they may look at both pages at the same time without flipping back and forth between the two.) 2. Number all pages. 3. Ask questions in sequential order. 4. Group questions in the same format together, (Multiple choice, true/false, matching, fill-in-the blanks, etc.). 5. Print all instructions for taking the test on the test pages. Review the instructions orally before the students begin the test. 6. Allow plenty of space for the student's response. 7. Provide lines for the responses.	

Technical Aspects	Explanation	Example
	8. Walk around the room during the test to be sure that all students are following the directions accurately. 9. Ask questions which demonstrate application of information to daily-living situations.	

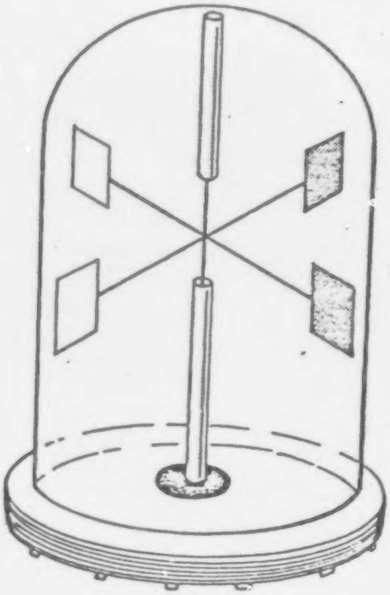
IV. Minimizing Stress and Strain

Potential Problem	Possible Solution
Distractions: Visual	1. Place the student somewhere in the room where movement and activity outside the room is least noticeable. 2. Minimize movement and activity in the room during testing sessions.
Distractions: Auditory	1. Try to give all oral instructions at the beginning of the test instead of interrupting the testing session with additional information. However, always encourage individual questions which can be answered quietly at the student's desk or in the front of the room. 2. Require all students to remain quiet until the testing session is over for everyone.
Short Attention Span	1. Keep your tests as short as possible. Give several short tests instead of one very long one. 2. Give short tests over recent material daily or weekly.
Fear of Testing Situations	1. Avoid timed tests. When a timed test must be used give point values for each question on the test and announce before the test how many points will be necessary for a passing grade. Instruct students to answer the questions with the highest point value first.

Potential Problem	Possible Solution
	2. Give the students other options for improving their grades if they perform poorly on a test. 3. Always give one or two bonus questions for students who have problems on a specific section.

RADIOMETER

RADIOMETER: AN INSTRUMENT THAT DETECTS PRESENCE OF RADIANT ENERGY. THE DEVICE CONSISTS OF FOUR VANES (AS SHOWN) WHICH REVOLVE ABOUT AN AXIS WHEN EXPOSED TO RADIANT ENERGY. THE VANES ARE ENCLOSED IN AN EVACUATED VESSEL OF GLASS.



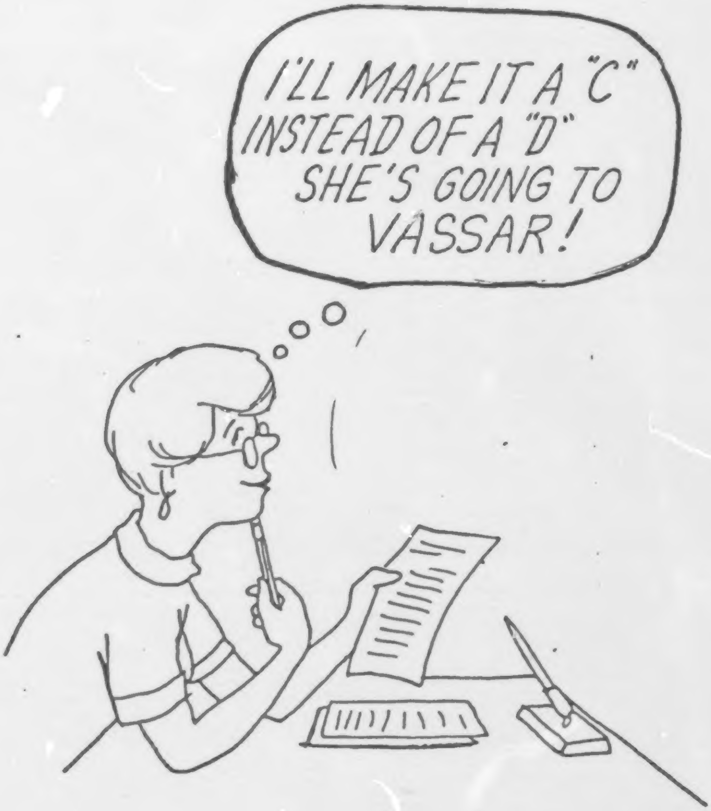
"RADIOMETER"

(Taken from: Kryspin, W., & Feldhusen, J. Developing classroom tests: A guide for writing and evaluating items. Minneapolis, MN: Burgess, 1974, p. 58.)

COMMON PROBLEMS IN OBJECTIVE GRADING

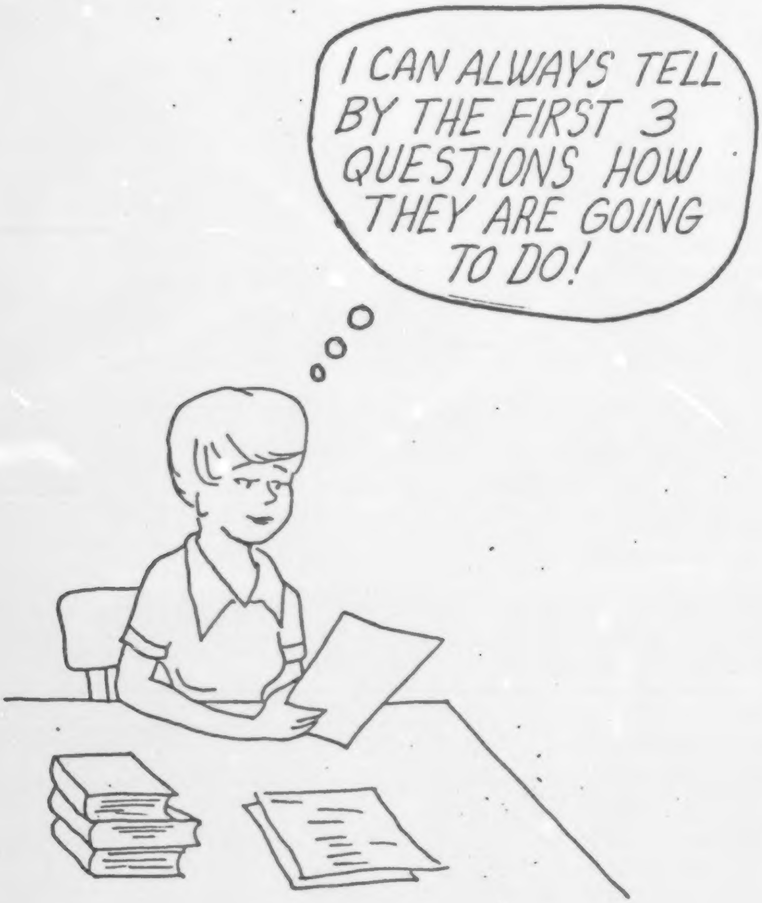
1. THE HALO EFFECT
2. EXTRANEOUS FACTORS
3. ILL-DEFINED SCORING KEYS

THE HALO EFFECT


I'LL MAKE IT A "C" INSTEAD OF A "D" SHE'S GOING TO VASSAR!

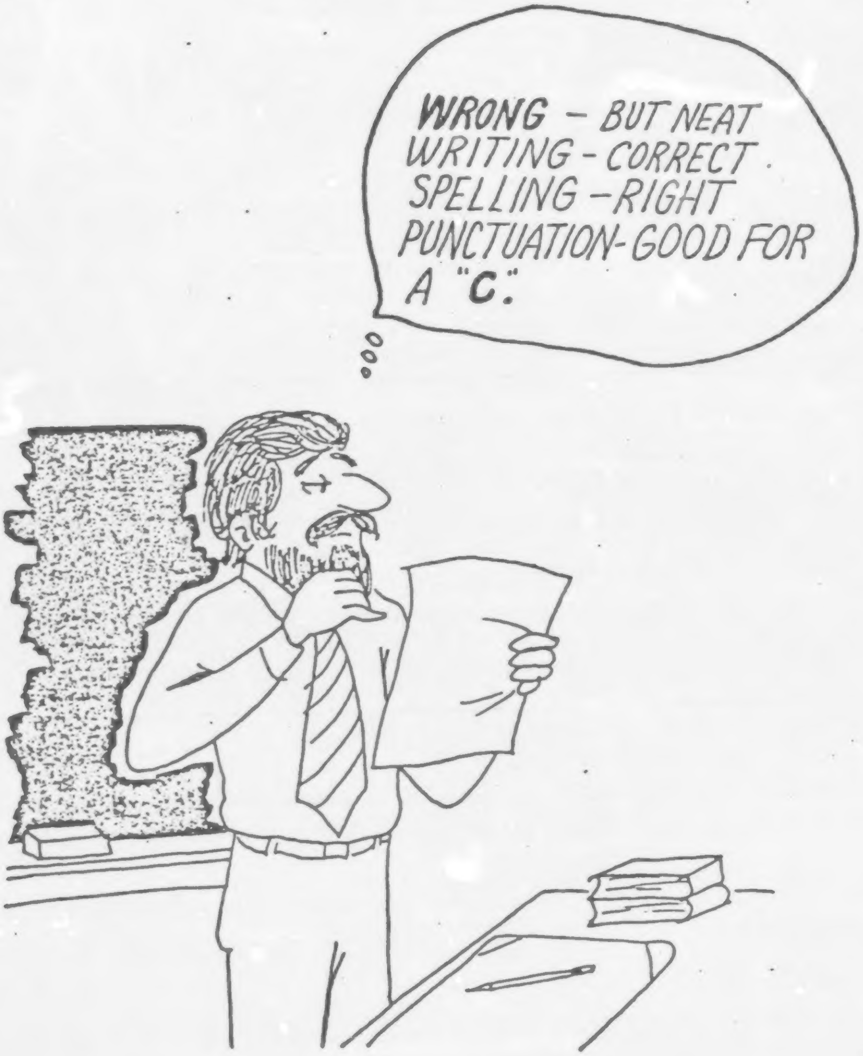
(Taken from: Kryspin, W., & Feldhusen, J. Developing classroom tests: A guide for writing and evaluating items. Minneapolis, MN: Burgess, 1974.)

EXPECTANCY INFLUENCE


I CAN ALWAYS TELL BY THE FIRST 3 QUESTIONS HOW THEY ARE GOING TO DO!

(Taken from: Kryspin, W., & Feldhusen, J. Developing classroom tests: A guide for writing and evaluating items. Minneapolis, MN: Burgess, 1974, p. 58.)

EXTRANEOUS FACTORS


WRONG - BUT NEAT WRITING - CORRECT SPELLING - RIGHT PUNCTUATION - GOOD FOR A "C."

(Taken from: Kryspin, W., & Feldhusen, J. Developing classroom tests: A guide for writing and evaluating items. Minneapolis, MN: Burgess, 1974.)

Diagnosis and Assessment

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Matching Job Duties and Learner Profiles

Objective:

To match student strengths with specific job entry requirements while identifying skills which require development.

Time Required For Presentation: 30 minutes

Participant preparation
Time - 30 minutes

Part I - 10 minutes
Part II - 10 minutes
Part III - 10 minutes

Equipment Needed:

Overhead projector and screen; 2 or more copies of Dictionary of Occupational Titles

Materials To Be Duplicated:

Presession Packet: Inserts #1, #2
Handouts #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Presession Packet:
  Insert #1 - Preparation Instruction Memo
  Insert #2 - Learner Profile
Transparency A - Procedure for Matching Job Duties and Learner Profiles
Handout #1 - Job Cluster Specification
Handout #2 - Checklist of Prerequisite Skills

Resources And References:

Phelps, L. A., & Lutz, R.J. Career exploration and preparation for the special needs learner. Boston: Allyn & Bacon, 1977.

Sjogren, D. D., & Cunningham, W. W. A functional approach to curriculum development. In (Ed.), The job-cluster concept and its curricular implications. Raleigh, NC: Center for Occupational Education, North Carolina State University, 1969.

U.S. Department of Labor. Dictionary of occupational titles (3rd ed.) (2 vols.) Washington, D.C.: Goverment Printing Office, 1965.

Matching Job Duties and Learner Profiles

Directions for Presentation

OVERVIEW

When planning educational programs for special needs students, the instructor must analyze and match the students' strengths and weaknesses, and specific job requirements to ensure the students' employment success.

This session provides an activity whereby participants specify and rank, according to difficulty level, the cluster of jobs in specific occupational areas. Then, using a checklist of skills, knowledge, and work-related attitudes, a specific learner profile is compared to job entry requirements. The results can be used in making vocational and instructional decisions.

This session is divided into three parts as follows:

Part I: Participants list jobs within given occupations.

Part II: Participants identify prerequisite skills for a selected job duty.

Part III: Participants match job requirements with a student's learner profile.

PRESESSION PREPARATION

Send the Preparation Instruction Memo with inserts to all participants and have them complete the Learner Profile prior to the session.

Send the Preparation Instruction Memo and Inserts #1 and #2 to each participant requesting that a Learner Profile be completed and brought to the session.

INTRODUCTION

Paraphrase:

While successful employment continues to be criteria for funding, vocational programs are now serving.

Generally, the overall success of a vocational program is measured by the satisfactory employment of persons progressing through it. Demands are now being made on vocational education to serve an ever increasing number more special needs students. To accomplish both goals, procedures to match the student's learning profile with specific job entry requirements are essential.

The Learner Profile can be used to specify:

1. Jobs in which the student is likely to find success.
2. Skills which should be stressed to prepare the student for employment in a specific job.
3. Objectives in a student's individual program.

of students with widely divergent skills, abilities, and special needs. To accomplish both ends, specific procedures must be developed and implemented.

One way of providing for individual differences, while increasing opportunity for employment in a given area, is through the development of job cluster specifications along a continuum. This would encompass minimal prerequisite skills/training/experiences and highly technical requirements.

For example, a machine shop cluster program may contain elements which allow for the training of individuals for a variety of occupations such as:

1. tool crib attendant
2. machine operator
3. machine set-up man
4. tool and die maker
5. machinist
6. tool designer

To ensure appropriate placement in vocational programs and jobs, the student must be assessed to determine entry and existing skills. Thus, a learner profile is obtained for use in specifying:

1. Jobs in which the student is likely to find success.
2. Skills which should be stressed to prepare the student for employment in a specific job.
3. Objectives in a student's individual program.

4. Instructional units required to meet the objectives.

4. Instructional units required to meet the objectives.

Show Transparency A: Procedure for Matching Job Duties and Learner Profiles

Paraphrase:

The following activity provides a helpful procedure. The steps are as follows:

1. Specify the jobs.
2. Learn the jobs.
3. Analyze the job duties.
4. Match job duties with learner profile.
5. Identify areas for skill development.

The following activity provides a procedure designed to help teachers accomplish these purposes. The steps are as follows:

1. Specify the jobs.
2. Learn the jobs.
3. Analyze the job duties.
4. Match job duties with learner profile.
5. Identify areas for skill development.

PART I - Listing Job Clusters Within a Given Occupation

Distribute Handout #1: Job Cluster Specification

Explain the activity using the instructions provided.

First we must list the job clusters available within the community for a given occupation in your trade or content area. Using the Dictionary of Occupational Titles as needed, have each participant:

1. List the cluster of jobs in his/her occupational area.

Allow 7 minutes for completion of the activity.

2. Rank the jobs according to level of difficulty.

PART II - Identifying Prerequisite Skills for a Selected Job Duty

Distribute Handout #2: Checklist of Prerequisite Skills

Explain the activity.

Allow 10 minutes for completion of the activity.

Second, the prerequisite skills for the job requirements must be identified. Have participants use the checklist to identify skills, knowledge, and attitudes needed for entry into specific jobs.

PART III - Matching Job Requirements with a Learner Profile

Refer to Presession Packet, Insert #2: Learner Profile

Explain the activity.

Allow 7 minutes for completion of the activity.

Third, the specific job requirements must be matched or compared with the student's learner profile. Using the Learner Profile completed prior to the session and the Checklist of Prerequisite Skills, have each participant compare the checklist of job requirements with the student's existing and needed skills. The results of this comparison can be used to identify job duties in which the individual student is likely to find success, considering available training time.

SUMMARY

Paraphrase:

Successful application of this approach involves careful matching of job duties with learner strengths. Instructional planning follows from this decision.

Matching job duties with learner profiles is one way to evaluate needed skills and to plan instructional programming. Analysis of job duties, consideration of available training time, and determination of the students' strengths are key steps to using this approach successfully.

FOLLOW-UP ACTIVITY

Explain the activity using the instructions provided.

Based on the match you have just made between job requirements and the student's learner profile, plan and implement an instructional program to provide the basic skills required for entry level into the designated job. To accomplish this:

1. List the basic skills which the learner lacks.
2. Sequence the missing skills from:
   a) simple to complex
   b) most often required on the job to less often used, or,
   c) in some other logical learning order.
3. Chart the skills to be taught.
4. Implement the program.
5. Provide a way of evaluating the progress.

Schedule a sharing session.

Share the results of this project with other teachers in the sharing session.

EVALUATION

Distribute the Evaluation Forms.

Have participants evaluate the session by responding to the questions on the form provided.

PREPARATION INSTRUCTION MEMO

To: Staff

From: ______________________

RE: ________________ Inservice Meeting
(date)

When providing appropriate vocational programs for the special needs student, we must closely examine the difficulty level of the job clusters in each occupational area. With this information we can compare the requirements of a specific job with the skills and abilities of each special needs student to ensure employment success for each student.

Our next inservice training session is being held to accomplish this goal. In preparation for that activity, the attached Learner Profile must be completed for one of your students, using the directions provided below. Select a student who has been in your program for at least two weeks and is exhibiting some type of learning or behavioral problem in your class. For example: Low reading ability, aggressive or apathetic behavior, excessive absence, poor written or oral communication skills, etc. Use all available records and information for rating the student's strengths and weaknesses. BRING THIS PROFILE WITH YOU TO THE SCHEDULED INSERVICE MEETING.

Thank you.

DIRECTIONS FOR COMPLETION OF THE LEARNER PROFILE

1. Select a student who is experiencing some difficulty in learning.
2. Using the cumulative records, observations, test measures, student interviews, colleague consultations, etc., determine, as best you can, the strengths and weaknesses of the selected student.
3. By checking the appropriate boxes in the categories listed on the Learner Profile Form, you will compile an individual learner profile which can be used to help make decisions about career selection and/or instructional programming.

   Obviously, you will not be able to accurately evaluate every item in every category, but be as thorough as you can in completing the form. The information may be surprisingly useful in program planning and decision making.

LEARNER PROFILE

Student's Name____________________________

0 = absence of development
1 = minimal development
2 = average development
3 = above average development

Physical Skills (ability to perform and coordinate movements)

	0	1	2	3
Mobility				
Strength				
Stamina				
Balance				
Use of lower limbs				
Use of upper limbs				
Manual dexterity				
Finger dexterity				
Eye-hand coordination				

Mathematical Skills

Count				
Tell time				
Measure				
Add/subtract				
Multiply/divide				
Use common fractions				
Make change				
Estimate				
size				
distance				
weight				

Verbal/Language Skills

Communicate orally				
Communicate in writing				
Read				
Deal with technical vocabulary				
Spell accurately				
Maintain records				
Complete forms				
Use telephone				
Express ideas in grammatically correct form				

	0	1	2	3
Thinking Skills				
Remember				
lists				
names				
locations				
sequences				
Transfer knowledge				
Follow instructions				
Plan				
Organize				
Make decisions				
Make judgements				
Solve problems				
Mechanical aptitude				
Sustain concentration				
Maintain multiple operations simultaneously				
Change duties frequently				
Common sense				
React appropriately to				
emergencies				
unusual situations				
Initiate changes				
Deal with abstract/ideas				
Deal with concrete/routine				
Perceptual Skills				
Auditory Acuity				
sound cues				
distinguish abnormal from normal sounds				
estimate distance				
Visual Acuity				
color cues				
shade differences				
2-D form perception				
form perception				
space				
distance				
motion				

Matching Job Duties and Learner Profiles: Presession Packet,
Insert #2, P.3

	0	1	2	3
Touch				
determine size				
shape				
temperature				
texture				
moisture content				
motion				
Smell				
differentiate odors				
Taste				
Social Skills				
Peer acceptance				
Friendliness				
Active group participant				
Appropriate behavior				
language				
manner				
dress				
grooming				
Team cooperation				
Sensitivity to others				
needs				
rights				
feelings				
Seeks/accepts help when needed				
Work-Related Attitudes				
Respect for				
authority				
rights of others				
rules, regulations				
equipment				
safety measures				
Attentive to				
directions				
details				
Pride in work				
Prompt				
Dependable				
Self-starting				
Independent follow-through				

PROCEDURE FOR MATCHING JOB DUTIES AND LEARNER PROFILES

1. SPECIFY JOBS WITHIN AN OCCUPATIONAL CLUSTER.

2. RANK JOBS ACCORDING TO LEVEL OF SKILL/TRAINING/ EXPERIENCE REQUIRED FOR ENTRY.

3. ANALYZE JOB DUTIES USING A CHECKLIST.

4. MATCH JOB DUTIES WITH THE STUDENT'S LEARNER PROFILE TO INCREASE THE STUDENT'S EMPLOYABILITY POTENTIAL.

5. IDENTIFY AREAS WHICH REQUIRE SKILL DEVELOPMENT FOR ENTRY INTO A SPECIFIC JOB, OR CLUSTER OF JOBS THROUGH COMPARISON OF JOB DUTY CHECKLIST AND LEARNER PROFILE.

Matching Job Duties and Learner Profiles: Handout #1

JOB CLUSTER SPECIFICATION

Occupational Area ______________________________

Level 1 (Helper Laborer Sorter Loader)	Level 2 (Operator Clerk Installer Assembler)	Level 3 (Craftsman, Inspector Supervisor Technician)	Level 4 (Foreman Official)
Rank	Rank	Rank	Rank
___ ________	___ ________	___ ________	___ ________
___ ________	___ ________	___ ________	___ ________
___ ________	___ ________	___ ________	___ ________
___ ________	___ ________	___ ________	___ ________
___ ________	___ ________	___ ________	___ ________
___ ________	___ ________	___ ________	___ ________

Matching Job Duties and Learner Profiles: Handout #2

CHECKLIST OF PREREQUISITE SKILLS

Job Duty ____________________________________

0 = rarely, if ever, required
1 = sometimes needed
2 = often needed
3 = absolutely essential

Physical Skills (ability to perform and coordinate movements)

	0	1	2	3
Mobility				
Strength				
Stamina				
Balance				
Use of lower limbs				
Use of upper limbs				
Manual dexterity				
Finger dexterity				
Eye-hand coordination				
Eye-hand-foot coordination				
Mathematical Skills				
Count				
Tell time				
Measure				
Add/subtract				
Multiply/divide				
Use common fractions				
Make change				
Estimate				
size				
distance				
weight				
Verbal/Language Skills				
Communicate orally				
Communicate in writing				
Read				
Deal with technical vocabulary				
Spell accurately				
Maintain records				
Complete forms				
Use telephone				
Express ideas in grammatically correct form				

Matching Job Duties and Learner Profiles: Handout #2
p. 2

	0	1	2	3
Thinking Skills				
Remember				
lists				
names				
locations				
sequences				
Transfer knowledge				
Follow instructions				
Plan				
Organize				
Make decisions				
Make judgements				
Solve problems				
Mechanical aptitude				
Sustain concentration				
Maintain multiple operations simultaneously				
Change duties frequently				
Common sense				
React appropriately to emergencies				
unusual situations				
Initiate changes				
Deal with abstract/ideas				
Deal with concrete/routine				
____________________				
____________________				
____________________				
Perceptual Skills				
Auditory				
sound cues				
distinguish abnormal from normal sounds				
estimate distance				
Visual Acuity				
color cues				
shade differences				
2-D form perception				
form perception				
space				
distance				
motion				

	0	1	2	3
Touch				
determine size				
shape				
temperature				
texture				
moisture content				
motion				
Smell				
differentiate odors				
Taste				
Social Skills				
Peer acceptance				
Friendliness				
Active group participant				
Appropriate behavior				
language				
manner				
dress				
grooming				
Team cooperation				
Sensitivity to others				
needs				
rights				
feelings				
Seeks/accepts help when needed				
Work-Related Attitudes				
Respect for				
authority				
rights of others				
rules, regulations				
equipment				
safety measures				
Attentive to				
directions				
details				
Pride in work				
Prompt				
Dependable				
Self-starting				
Independent follow-through				

METHODS AND MATERIALS

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Analyzing Instructional Materials: Establishing Readability

Objective:

To correctly compute The FOG Index on a text as a technique for determining the reading level of written instructional material.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 15 minutes

Equipment Needed:

Overhead projector and screen, textbook for each participant

Materials To Be Duplicated:

Transparencies A, B, C, D
Handouts #1, #2, #3, #4
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Varicella
Handout #2 - Guided Practice in Using The FOG Index
Handout #3 - Instructions for Measuring Readability: The FOG Index
Handout #4 - The FOG Index Worksheet
Transparency A - Guided Practice in Using The FOG Index
Transparency B - The FOG Index, Step 1. Average Sentence Length
Transparency C - The FOG Index, Step 2. Percentage of Difficult
Transparency D - The FOG Index, Step 3. Compute the Grade Level

Resources And References:

Gunning, R., The technique of clear writing. New York: McGraw-Hill, 1952.
Holvey, D.N. (Ed.) The Merck manual of diagnosis and therapy. Rahway, NJ: Merck and Co., Inc., 1972.
Phelps, L.A., & Lutz, R. J. Career exploration and preparation for the special needs learner. Boston: Allyn & Bacon, 1977.
Woodin, J. C., & Hayes, L. E. Home and building maintenance. Bloomington, Ill.: McKnight & McKnight Publishing Co. 1969.

Analyzing Instructional Materials: Establishing Readability

Directions for Presentation

OVERVIEW

In selecting instructional materials, one important consideration is the level of reading difficulty.

By using a readability formula, the instructor should be able to estimate the level of any given text and thereby not have to rely on intuition or publishers' estimates, both of which can be grossly inaccurate.

This session explores the concept of readability by looking at some of the factors related to reading difficulty. An application activity gives participants an opportunity to apply a readability measure (the FOG Index) to the texts they are currently using. Suggested uses for establishing reading level are also given.

PRESESSION ARRANGEMENTS

Prior to this session participants should be requested to bring a text of their choice, preferably one in current use in the classroom, to which the readability measure will be applied.

INTRODUCTION

Paraphrase:

Teachers are not always aware of the frustrations of trying to read a text which is too difficult.

The following activity offers an opportunity to experience this type of frustration.

As teachers, we are not always aware of the frustrations students face when trying to read a text which is too difficult.

The following activity offers an opportunity to experience this type of frustration.

Distribute Handout #1: Varicella

Explain the activity using instructions provided.

Conduct the activity as follows:

1. Direct participants to read Handout #1 quickly.
2. Watch for signs of stress such as body movement or facial grimacing as the participants read the unfamiliar and difficult passage. Answer no questions and give no explanation of the passage.
3. Give the participants a few moments to deal with the passage, then mention the signs of stress you have observed.

Discuss using questions provided.

4. Discuss using the following:
    a) How did you feel while reading the passage?
    b) Was the passage difficult to read?
    c) What makes the passage difficult? Long words? Complicated sentences? Unfamiliarity with the terms?

Paraphrase:

Written material must be within reader's ability.

You have just experienced what many students in typical classrooms must contend with all too frequently, i.e., the frustrations of trying to cope with inappropriate instructional materials. When learners are expected to deal with written materials, it is critical to determine the reading level of the material to assure that it is within the reader's range of capability.

PART I

Discuss using the questions given.

Discuss the reading level of the materials participants are presently using with the following questions:

a) How many of you know the reading level of the materials you are currently using?

b) How do you know what the reading level is?

Paraphrase:

Publishers' estimates of reading level are usually inaccurate. They are drawn from:

1. Author's opinion.

2. Editor's opinion.

3. Assumed appropriate intended use.

Readability formulas are more accurate.

Readability definition:

Relationship between:

1. Reading level of the material

2. Ability of the reader.

The FOG Index is a simple, efficient, and accurate measure for secondary materials.

Publishers' estimates can be grossly inaccurate since they often rely on the author's or editor's opinion.

Often the reading level of a text has never been established and is simply assumed to be appropriate for the grade of its intended use.

Readability formulas provide a yardstick more accurate than intuition or opinion.

Readability has been defined as the relationship between the reading level of a given material and the abilities of the reader.

Many formulas are in use. Most require a great amount of time and practice.

One that is simple, efficient and reasonably accurate is The FOG Index developed by Robert Gunning.

PART II

Distribute Handout #2: Guided Practice in Using The FOG Index

Show Transparency A: Guided Practice in Using The FOG Index

Read the instructions for applying the FOG Index one step at a time. Allow time for completion of each step before proceeding to the next step.

Show Transparency B: The FOG Index, Step 1. Average Sentence Length

Show Transparency C: The FOG Index, Step 2. Percentage of Difficult Words

Using Handout #2 and Transparencies B, C, and D, direct participants to quickly read and estimate the reading level of the paragraph using the FOG Index as follows:

Step 1:

a) Select three samples from the text being used, one from the beginning, one from the middle, and one from the end of the text. Each sample should be at least 100 words in length. Count to the end of the sentence which contains the 100th word. (This passage was taken from the beginning of the text.)

b) Count the number of words in the sample passage. Record the number at the bottom of Handout #2.

c) Do not count the words "Fig. 6-10" of this passage.

d) Count the number of sentences in the passage. Record the number at the bottom of Handout #2.

e) Divide the total number of words by the number of sentences. Record the number at the bottom of Handout #2.

Step 2:

a) Underline and count the number of words with three or more syllables. Emphasize application of the rules pertaining to-ed,-es, compound words, proper nouns.

b) Record this number directly under the figure obtained in Step 1 and add the two numbers.

Show Transparency D: The FOG Index, Step 3. Compute the Grade Level

Step 3:

a) Multiply by .4 (four tenths).

b) The final number represents the approximate grade level of the written material.

PART III

Distribute Handout #3: Instructions for Measuring Readability: The FOG Index and Handout #4: The FOG Index Worksheet

Explain the activity using instructions provided.

Using Handout #4:

1. Direct participants to repeat the same procedure to estimate the reading level of the text/material they brought to the session.
2. Use Transparencies B, C and D in a step-by-step process for the first sample.
3. Then, direct participants to work at their own rate to complete the remaining two samples.
4. Call participants' attention to Handout #3 as a reference guide for completing the readability procedure.
5. Suggest that Handout #3 be placed in an inservice notebook for future reference.

Allow 15 minutes for completion of the activity.

If time does not allow for full completion of the activity, have participants complete Handout #4 and turn it into the office for compilation into a readability list of textbooks.

FOLLOW-UP ACTIVITY

Explain the activity.

Direct participants to:

1. Complete readability procedure on the text/material started in the session on Handout #4 and obtain an average grade level.
2. Ask another teacher to review the calculations on Handout #4 to obtain a reliability check.
3. Consider the ability of students in class and decide if the text/material is appropriate for the students in the class.
4. Turn the completed Handout #4 into the principal's office for compilation into a readability list of textbooks for all department members, counselors and building administrators.

Schedule a sharing session.

5. Meet with other department teachers and decide how this information can be used to better meet the needs of students with learning problems.
6. Apply The FOG Index to at least one other classroom material important to the subject area.

SUMMARY

Paraphrase:

In this session we have explored the concept of readability - what makes reading difficult.

Factors which affect reading difficulty:

	The two most significant factors are:
1. Average sentence length.	1. Average sentence length.
2. Percentage of difficult words.	2. Percentage of difficult words.
The FOG Index can be used as one measure for determining the appropriateness of instructional materials.	The FOG Index which was just explained can be applied to textbooks/materials currently used in your classrooms. This readability formula can be used as one measure for determining the appropriateness of instructional materials.
EVALUATION	
Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions provided.

VARICELLA

An acute viral disease, usually ushered in by mild constitutional symptoms, followed shortly by an eruption appearing in crops, and characterized by macules, papules, vesicles, and crusting.

Etiology and Epidemiology

A specific virus etiology for varicella was established in 1958. The virus was obtained from the vesicles (but not from the crusts) and grown on human embryonic tissue cultures. Also established was the common identity of the viruses of varicella and zoster, varicella being apparently the acute phase of the invasion of the varicella-zoster virus and zoster (shingles) being the reaction of the latent phase of the virus. This identity between varicella and herpes zoster is well illustrated by the occasional occurrence simultaneously of the 2 conditions in the same family or in the same child at the same time, and by the cross immunity which either disease may afford. The diseases are also identical according to fluorescent antibody studies.

(Holvey, D. N. (Ed.) The Merck manual of diagnosis and therapy. Rahway, New Jersey: Merck and Co., Inc., 1972.)

Analyzing Instructional Materials: Establishing Readability: Handout #2

Guided Practice in Using The FOG Index

The kitchen should be well lighted. For most small kitchens, a single, glass-enclosed diffusing unit at the center of the ceiling is adequate. If the kitchen is large or of irregular shape, a diffused light directly over the stove and another directly over the sink may also be necessary. Many kitchens are appointed with a fixture which suspends the light below the ceiling and throws a shadow where the homemaker is working. Raising the fixture to the ceiling will almost eliminate the shadows and improve the lighting. Fig. 16-10 illustrates a General Electric fixture with a flush-type fixture over the sink.

(Adapted from Woodin, J. C., & Hayes, L. E. *Home and building maintenance*. Bloomington, Illinois: McKnight and McKnight Publishing Co., 1969.)

Compute the readability for this passage:

1. ________ Number of words in the passage
2. ________ Number of sentences in the passage
3. ________ Divide (1) by (2) for the average sentence length (number of words ÷ number of sentences = average sentence length).

   (2)______ $\big)\overline{\quad\quad\quad\quad}$ ______(1)

4. ________ Number of difficult words
5. ________ Add (3) and (4) (average sentence length + number of difficult words)
6. ________ Multiply the sum from (5) by .4 ((5) x .4 = approximate grade level of the material for reading)
7. ________ Approximate grade level (from 6)

INSTRUCTIONS FOR ESTABLISHING READABILITY: THE FOG INDEX

The FOG Index, developed by Robert Gunning, is a quick and reasonably accurate procedure for estimating reading level of instructional materials for the secondary level. It should, however, be noted that this estimate tends to run somewhat higher with more difficult materials (more than grade 12).

To compute, follow these four steps for each sample passage:

STEP 1. Average Sentence Length

a) Select three samples of approximately 100 words each from the material; one from the beginning, one from the middle, and one from the end. Count to the end of the sentence which contains the 100th word.

b) Count the number of words in each sample passage.

c) Count the number of sentences in each sample passage.

d) Divide the number of words by the number of sentences for each sample passage.

EXAMPLE:

$$\text{Number of sentences} = 6\overline{)\,101\,}^{\;17} \quad \begin{array}{l} 17 = \text{Average sentence length} \\ 101 = \text{Number of words} \end{array}$$

STEP 2. Percentage of Difficult Words

a) Count the number of words with three or more syllables in each sample passage. Do not count words that are:

- Proper nouns (capitalized)
- Compound words (combination of short, easy words, such as manpower, chairperson, etc.)
- Words made into three syllables by adding -ed or -es, such as expanded, trespasses, etc.
- Numerals or fractions, such as Fig. 10, 7½, 142, etc.

b) Add the number of difficult words and the average sentence length obtained from STEP 1 for each sample passage.

EXAMPLE: Step 1 = 17
Step 2 = +8
25

STEP 3. Compute the Grade Level

a) Multiply the sum obtained in STEP 2, which was the sum of the number of difficult words and the average sentence length, by .4 (four tenths) for each sample passage.

b) This yields the approximate grade level of the written material.

EXAMPLE: 25 x .4 = 10.0

STEP 4. Compute Average Grade Level of the Three Samples

a) Add the three approximate grade levels for the three sample passages and divide by 3.

EXAMPLE: 10.0 + 12.5 + 9.5 = 32.0 ÷ 3 = 10.7

USES OF THE FOG INDEX

1. To establish the reading level of instructional materials.
2. To check the reading level of teacher-made worksheets, instructions, tests, and assignments.
3. To evaluate texts for adoption. Any material which is estimated to be at grade 13 or more is written at the college level; and even the most advanced students are likely to find it extremely difficult even when paying close attention.
4. To identify words that are likely to cause students problems.
5. To identify lengthy sentences which may inhibit comprehension.

THE FOG INDEX WORKSHEET

Title: ____________________ Type of Materials: ______________
(e.g., textbook, text, manual)

Course Title: ____________________________

SAMPLE 1 (from page no. ____)

a. _____ No. of words in the passage

b. _____ No. of sentences in the passage

c. _____ Average sentence length ((a) divided by (b) above)

d. _____ No. of 3 or more syllable words in passage (eliminate exceptions)

e. _____ Sum of (c) and (d) above

f. _____ Multiplication by .4 ☐ Reading level for Sample 1

SAMPLE 2 (from page no. ____)

a. _____ No. of words in the passage

b. _____ No. of sentences in the passage

c. _____ Average sentence length ((a) divided by (b) above)

d. _____ No. of 3 or more syllable words in passage (eliminate exceptions)

e. _____ Sum of (c) and (d) above

f. _____ Multiplication by .4 ☐ Reading level for Sample 2

SAMPLE 3 (from page no. ____)

a. _____ No. of words in the passage

b. _____ No. of sentences in the passage

c. _____ Average sentence length ((a) divided by (b) above)

d. _____ No. of 3 or more syllable words in passage (eliminate exceptions)

e. _____ Sum of (c) and (d) above

f. _____ Multiplication by .4 ☐ Reading level for Sample 3

☐ Average Reading Level of All Three Samples

GUIDED PRACTICE IN USING THE FOG INDEX

THE KITCHEN SHOULD BE WELL LIGHTED. FOR MOST SMALL KITCHENS, A SINGLE, GLASS-ENCLOSED DIFFUSING UNIT AT THE CENTER OF THE CEILING IS ADEQUATE. IF THE KITCHEN IS LARGE OR OF IRREGULAR SHAPE, A DIFFUSED LIGHT DIRECTLY OVER THE STOVE AND ANOTHER DIRECTLY OVER THE SINK MAY ALSO BE NECESSARY. MANY KITCHENS ARE APPOINTED WITH A FIXTURE WHICH SUSPENDS THE LIGHT BELOW THE CEILING AND THROWS A SHADOW WHERE THE HOMEMAKER IS WORKING. RAISING THE FIXTURE TO THE CEILING WILL ALMOST ELIMINATE THE SHADOWS AND IMPROVE THE LIGHTING. FIG. 16-10 ILLUSTRATES A GENERAL ELECTRIC FIXTURE WITH A FLUSH-TYPE FIXTURE OVER THE SINK.

THE FOG INDEX

STEP 1. AVERAGE SENTENCE LENGTH

A) SELECT SEVERAL SAMPLES OF 100 WORDS EACH, SPACED EVENLY THROUGHOUT THE MATERIAL.

B) COUNT THE NUMBER OF SENTENCES IN EACH SAMPLE. (STOP THE SENTENCE COUNT WITH THE SENTENCE ENDING NEAREST THE 100 WORD LIMIT).

C) DIVIDE THE TOTAL NUMBER OF WORDS IN THE SAMPLE (101) BY THE NUMBER OF SENTENCES (6). THIS GIVES YOU THE AVERAGE SENTENCE LENGTH. RECORD THIS FIGURE.

EXAMPLE:

NUMBER OF 16 5/6 = AVERAGE SENTENCE LENGTH
SENTENCES = 6 ⟌ 101 = NUMBER OF WORDS
6
41
36
5

THE FOG INDEX

STEP 2. PERCENTAGE OF DIFFICULT WORDS

USING THE SAME SAMPLES, COUNT THE NUMBER OF WORDS THAT HAVE THREE OR MORE SYLLABLES. DO NOT COUNT WORDS THAT ARE:

A) PROPER NOUNS (CAPITALIZED)

B) COMPOUND WORDS (COMBINATION OF SHORT, EASY WORDS, SUCH AS BOOKKEEPER)

C) WORDS MADE INTO THREE SYLLABLES BY ADDING -ED OR -ES, SUCH AS EXPANDED

D) NUMERALS, FRACTIONS (7½, FIG. 10, 142)

RECORD THIS NUMBER DIRECTLY UNDER THE FIGURE OBTAINED IN THE FIRST STEP.

EXAMPLE:

STEP 1	17
STEP 2	+8
TOTAL	25

THE FOG INDEX

STEP 3. COMPUTE THE GRADE LEVEL

THE FOG INDEX IS DETERMINED BY

A) TOTALLING THE TWO FACTORS JUST RECORDED (AVERAGE SENTENCE LENGTH AND NUMBER OF THREE-SYLLABLE WORDS IN THE SAMPLE), AND

B) MULTIPLYING THE TOTAL BY .4 (FOUR TENTHS). THIS GIVES YOU THE APPROXIMATE GRADE LEVEL OF THE WRITTEN MATERIAL. IT SHOULD BE NOTED, HOWEVER, THAT THIS ESTIMATE TENDS TO RUN SOMEWHAT HIGH WITH MORE DIFFICULT MATERIALS.

EXAMPLE:

```
TOTAL     25
        x .4
      ------
        10.0  APPROXIMATE GRADE LEVEL
```

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Analyzing Instructional Materials: Beyond Readability

Objective:

To analyze instructional materials and media to determine appropriateness for use with special needs students.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 15 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handouts #1, #2, and #3.
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Types of Instructional Media/Materials
Handout #2 - Instructional Materials Checklist
Transparency A - Considerations for Materials Selection

Resources And References:

Phelps, L. A. Instructional development for special needs learners: An inservice guide. Urbana, IL: University of Illinois, 1976.

Reynolds, M. L., et al. Occupational cluster guides. Mt. Pleasant, MI: Vocational Education Special Education Project, Central Michigan University, 1973.

Analyzing Instructional Materials: Beyond Readability

Directions for Presentation

OVERVIEW

Instructional materials often represent the single most important factor in successful programming for special needs students. Educators need guidance in recognizing and analyzing key factors which must be considered in determining appropriateness.

Through a checklist and rating scale, this session offers guidelines for materials selection. Using the checklist, participants can evaluate materials currently in use in their programs. A follow-up activity allows participants to further refine their skill in analyzing materials while starting a materials file.

This session is divided into three parts as follows:

Part I - Participants examine a list of media/materials which identifies the learning modes required for each.

Part II - Participants explore the major considerations in materials selection.

Part III - Participants analyze a material currently being used in their programs.

PRESESSION ARRANGEMENTS

Prior to the session send a memo to all participants directing them to bring an instructional material currently used in their programs or under consideration for use.

INTRODUCTION

Paraphrase:

In addition to readability, content validity, format and age appropriateness, and learning mode must be considered for materials selection.

While reading level is important in selection of materials, several other factors must be considered when determining appropriateness for specific special needs learners. Content validity, format and age appropriateness, and learning mode must also be part of the criteria for materials selection.

PART I - Variety of Learning Modes Is Essential

Paraphrase:

In providing learning activities for special needs students, using different types of instructional media and materials is essential. A list which identifies the sensory modes tapped in different types of media/material is presented here.

A variety of instructional media is required when implementing different instructional activities. An emphasis should be placed on selecting and using instructional materials of differing types to provide concrete learning experiences for special needs students. The following list identifies several types of instructional material and media, and also indicates the sensory modes which each material/media uses. Experience has shown that those media which use multi-sensory learning modes tend to be the most effective with special needs learners.

Distribute Handout #1: Types of Instructional Media/Materials.

Discuss using instructions provided:

1. Modalities on Handout #1.
2. Other media/materials used by participants in their programs.

Allow 5 minutes for discussion.

Explain the various learning modalities (sensations) appearing on the handout. They include:

1. Vis. = visual (sight)
2. Aud. = auditory (sound)
3. Tac. = tactile (touch)
4. Kin. = kinesthetic (movement)
5. Olf. = olfactory (smell)
6. Gus. = gustatory (taste)

Ask participants for other media/materials in use in their programs. Analyze any additions to the list with respect to probable learning sensations involved.

PART II - Materials Selection Considerations

Paraphrase:

In planning for special needs students, it is

At one time or another most students will use the instructional media/materials important to review the media/materials used in the program. Emphasis is usually placed on using materials appropriate to the comprehension level of the student but sometimes the type of learning modality must also be considered.

Show Transparency A: Considerations for Materials Selection

Considerations for materials selection are:

1. Content validity
2. Age appropriateness
3. Currentness
4. Cost appropriateness
5. Special features

identified in Handout #1. Consequently, it is important that they be carefully reviewed with the special needs students in mind. In many instances, the emphasis will be placed on using materials which communicate very basic concepts at a level which the learner can readily comprehend. Sometimes, the emphasis will be on the learning modality required. For example, some materials can not be used for hearing impaired or visually impaired students.

In addition to reading level, several other factors need to be considered when selecting text materials to be used by special needs learners. These additional considerations are:

1. Content Validity - Does the material teach the content intended?
    a. State objectives - Are the objectives stated or merely inferred?
    b. Sequential development - Are the skills/knowledge/values being taught sequenced in an acceptable progression?
    c. Evaluation measures included - Are ways of measuring included?
2. Age Appropriateness
    a. Reading level - What is the reading level? By what measure?
    b. Interest level - Will the material be of interest to the age group with whom it will to be used?

c. Illustrations - Are the illustrations in keeping with the age group intended?

d. Format - Is the format appropriate for the age group? Example: Comic books for adults? Games and simulations designed for young children are often not appropriate for the older student, even though the content is intact.

e. Learning mode(s) - What modalities are required to benefit from use of the material?

f. Visual quality -

  i. Print legibly - Is the print large enough and clear enough not to be a deterrent to learning?
  ii. Adequate spacing - Is adequate space provided so as not to confuse the students?
  iii. Clear illustrations - Are the illustrations, charts, graphs, etc. clearly legible? Are the illustrations placed to directly correspond to the print information presented?

g. Auditory quality -

  i. Clear diction - Can the speaker be easily understood with respect to diction and voice quality?
  ii. Adequate pacing - Does the content move at an acceptable pace? Is time provided for assimilation of information?
  iii. Tone - Is the material free of distraction?

h. Consistency in use of features - Are the features used consistently so the student knows what to expect? Such as:

        i. Overviews
        ii. Summaries
        iii. Study questions
        iv. Self-tests

3. Currentness

    a. Information - When technology is a factor, currentness of information becomes important.

    b. Illustration - If illustrations are "dated," the material loses appeal.

    c. Copyright date - Clues to currentness can be gained from the copyright date.

4. Cost Appropriateness

    a. Adequate durability - Consider the durability in light of expected use.

    b. Consumable - Consider the cost factor if material is planned for one-time use.

    c. Basic - If routine use is expected, cost and durability are factors to consider.

    d. Supplementary - Materials in moderate use should not be given same cost-weight as basic material.

    e. Specialized use - Paperbacks, for example, are preferred to hard covers for specialized use.

    f. Compatible with existing equipment - Will new hardware be required? Is existing hardware generally available when the software is to be used?

g. Student operable - Can the student manage the media/material alone or will teacher, peer, or aide time be required?

5. Special Features - What special features are included to aid students and teachers?

   a. Student-managed - Is it student managed to reduce supervision requirements? Such features may include:

      i. Self-paced
      ii. Self-correcting
      iii. Self-charting

   b. Sequenced skill development - Have the concepts and skills been presented in the sequenced format? Is a scope and sequence included?

   c. Teacher's guide - Is a teacher's guide provided?

   d. Periodic review - Are study guides and self-tests provided?

   e. Periodic evaluation - Are skill tests provided?

   f. Pretests - Are pretests provided?

   g. Other:
      i.
      ii.
      iii.
      iv.

Have participants add other special features to this list, such as models, kits, etc.

PART III

Distribute Handout #2: Instructional Materials Checklist.

Paraphrase:

Teachers must be committed to using the results of materials analysis by revising the existing inappropriate materials or locating new materials. The results can also be used to establish the need to purchase new or modified materials.	The most important aspect of analyzing materials is that the results are used in instructional planning and decision making. If the existing material(s) are determined to be inappropriate, teachers must be committed to revise the material(s) or locate new material(s) that are appropriate and usable. The results of materials analysis can be used to establish the need to purchase new or modified materials.
Explain the activity by reading the instructions provided.	Explain the activity by reading the following instructions. The Instructional Materials Checklist, Handout #2, is provided to help with this analysis. It includes 20 items which focus on content validity and format appropriateness. Using this checklist, analyze the material which you brought to this session.
Allow 5 minutes for completion of the activity.	
Discuss the analyses, using the questions provided.	Discuss the analyses using the following questions: 1. Did you gain any insights from the use of the checklist with your material? Explain. 2. Based on the results of the analyses, is any action indicated involving purchase, modification, or replacement of the material(s)?

FOLLOW-UP ACTIVITY

Explain the activity.	Using the checklist provided, analyze at least three additional materials which are being considered for use in your classroom.
Coordinate the development of the materials file.	

	Develop a materials file, preferably within departments, with all department members contributing analyses of materials on a regular, specified basis.
Schedule a follow-up session for collating the materials file.	
SUMMARY	
Paraphrase:	
Using multi-sensory materials is of paramount importance if special needs students are to gain the desired skill compentence. Students with sensory defects can benefit from only single-mode materials. Materials analysis is required to provide an effective match between learner and material.	To determine appropriateness, instructional materials for any student require close analysis, but analysis is of paramount importance when selecting materials for the special needs student. Instruction must be presented in multi-modes if the special needs student is to gain the desired skills/knowledge/attitudes. Others with certain sensory defects can benefit only from single-mode materials. Always, the teacher must strive to make an effective match between learner and material.
Evaluation	
Distribute Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

Analyzing Instructional Materials: Beyond Readability: Handout #1

TYPES OF INSTRUCTIONAL MEDIA/MATERIALS AND LEARNING MODES

MEDIA	PROBABLE LEARNING SENSATIONS					
	Vis.	Aud.	Tac.	Kin.	Olf.	Gus.
Demonstration with real objects/materials	X	X	X	X	X	X
3-D models - mockups	X	X	X	X	X	X
Games - simulators	X	X	X	X	X	X
Sound/slide programs	X	X				
Filmstrip - cassette/record	X	X				
TV - broadcast, closed circuit	X	X				
Video and/or audio recorder	X	X				
Film 16mm - bw/color, sound	X	X				
Film loop, 8mm	X					
Filmstrip	X					
Slides	X					
Overhead transparencies	X					
Books, magazines, texts, booklets	X					
Pamphlets, brochures, manuals, workbooks	X					
Newspapers, cartons	X					
2-D displays, charts, graphs, posters	X					
Drawings, photographs, maps, schematics	X					
Opaque projectuals	X					
Telephone, intercom		X				
Other, specify						

Reynolds, M. L., et al. Occupational cluster guides. Mt. Pleasant, MI: Vocational Education/Special Education Project, Central Michigan University, 1973.

INSTRUCTIONAL MATERIALS CHECKLIST

Evaluator(s) ______________________________ Date ________________________

Directions: Read each item and circle the rating (from low to high) which best applies to the material being evaluated.

Title: ______________________________ Author: ________________________

Publisher: ____________________________ Copyright Date: ________________

Instructional Area: ____

	Rating (circle) low		high	Not Applicable
1. Is the instructional material appropriate for the mental and interest level of the learner(s) for whom it is intended?	1	2	3	__________
2. Is the print well spaced and very legible?	1	2	3	__________
3. Does the paper/material quality provide for optimum legibility?	1	2	3	__________
4. Are the illustrations/pictures appropriate for special needs learners?	1	2	3	__________
5. Is the material sufficiently durable for classroom or lab use?	1	2	3	__________
6. Does the material include supplements such as workbooks, duplicating masters or cassettes?	1	2	3	__________
7. Are the skills/knowledge/attitudes it will develop appropriate for the learner?	1	2	3	__________
8. To what extent is the material controlled to provide the appropriate reinforcement for correct responses and near-correct responses?	1	2	3	__________
9. What are the objectives of the materials; do they agree with your program?	1	2	3	__________
10. To what extent can students actively participate with the instructional material?	1	2	3	__________

		Rating (circle)			Not Applicable
		low		high	
11.	To what extent are the materials useful with both individuals and groups?	1	2	3	____
12.	Are the directions for using the material too complex for teachers and/or learners to readily understand?	1	2	3	____
13.	To what extent is the material flexible enough to permit additions, deletions, or modification of content?	1	2	3	____
14.	To what extent is the material portable and readily available from the distributor or manufacturer?	1	2	3	____
15.	To what extent does the material allow for student performance? e.g., diagnostic, achievement	1	2	3	____
16.	Are there cost-benefit considerations to be made when using this material? Will the material produce results that outweigh the costs?	1	2	3	____
17.	Are sufficient and appropriate examples or applications used to realistically present the information?	1	2	3	____
18.	Will the material have to be adapted to another media form (e.g., enlarged print for visually handicapped learners, cassette/audio tapes converted to print for hearing impaired learners?)	1	2	3	____
19.	To what extent are the skills/knowledges/ attitudes it will develop, sequenced and coordinated?	1	2	3	____

20. Other considerations and comments:

Disposition: (check one)

____ Do not purchase and/or use
____ Purchase and/or use "as is"
____ Purchase and/or use after modification

Checklist adapted from:

Phelps, L.A. Instuctional development for special needs students. Urbana, IL: University of Illinois, 1976.

CONSIDERATIONS FOR MATERIALS SELECTION

I. CONTENT VALIDITY
  A. STATE OBJECTIVES.
  B. SEQUENTIAL DEVELOPMENT.
  C. EVALUATION MEASURES INCLUDED.

II. AGE APPROPRIATENESS
  A. READING LEVEL.
  B. INTEREST LEVEL.
  C. ILLUSTRATIONS.
  D. FORMAT.
  E. LEARNING MODE(S).
  F. VISUAL QUALITY.
  G. AUDITORY QUALITY.
  H. CONSISTENCY IN USE OF FEATURES.

III. CURRENTNESS
  A. INFORMATION.
  B. ILLUSTRATION.
  C. COPYRIGHT DATE.

IV. COST APPROPRIATENESS
  A. ADEQUATE DURABILITY.
  B. CONSUMABLE.
  C. BASIC, SUPPLEMENTARY, SPECIALIZED.
  D. COMPATIBLE WITH EXISTING EQUIPMENT.
  E. STUDENT OPERABLE.

V. SPECIAL FEATURES
  A. STUDENT MANAGED.
  B. SEQUENCED SKILL DEVELOPMENT.
  C. TEACHER'S GUIDE.
  D. PERIODIC REVEIW AND EVALUATION.

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials

(Suggested Sequence: Follow with Procedures for Simplifying Written Communication)

Objective:

To construct or rewrite printed materials at a predetermined grade level.

Time Required For Presentation: 30-60 minutes

Part I - 15 minutes
Part II - 15 minutes
Optional Activity - 30 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handouts #1, #2, #3, #4, #5
Transparencies A, B
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Sample Passage - Between Ice Ages
Handout #2 - Measurable Factors in Reading Diffculty and Further Considerations in Reducing Reading Difficulty
Handout #3 - PERFORM Formula
Handout #4 - Worksheet for Reducing Reading Level
Handout #5 - Simplified Version of Sample Passage
Transparency A - Six Factors in Reading Difficulty
Transparency B - PERFORM Formula

Resources And References:

A to zero in refrigeration. Detroit, MI: General Motors Corp., 1964.

Gunning, R. *The technique of clear writing*. New York: McGraw-Hill, 1968.

PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials

Directions for Presentation

OVERVIEW

Textbooks and other printed materials are important sources of information for learning; therefore, teachers rely upon a variety of printed materials in the delivery of instruction to students. To be effective, however, the printed materials being used must be written at a reading level commensurate with the reading ability of the students.

Using the guidelines outlined in this module, participants will be able to control the reading difficulty of materials they construct as well as to reduce the reading level of existing materials to a desired level.

This session can be divided into two parts:

Part I: Participants examine the factors which influence reading difficulty.

Part II: Participants practice reducing reading difficulty using the PERFORM formula.

INTRODUCTION

Distribute Handout #1: Sample Passage - Between the Ice Ages and Handout #2: Measurable Factors in Reading Difficulty and Further Considerations in Reducing Reading Difficulty

Explain the activity using the instructions provided.

Explain the activity by reading the following instructions:

1. Are you able to get an accurate estimate of reading difficulty by a quick survery of the material?
2. Test yourself. Look at Handout #1 and assign a readi[illegible] level to this passage.

	3. Enter estimate in the square box at the bottom of the page.
Discuss the range of estimates assigned by the participants.	Elicit several estimates from participants and discuss the range of estimates. (Probably the range will be between 6th and 12th grade.)
Give the Measured Readability score: The FOG Index-post high school Fry-13th grade	Give the readability of the passage as measured by: 1. The FOG Index-post high school 2. The Fry Readability Graph-13th grade or college freshman
Determine the number of participants who estimated below 13th grade.	By a show of hands, ask how many participants estimated the reading level to be lower than 13th grade level.
Optional Activity: Calculate the readability of the passage using The FOG Index. Allow 15 minutes for the activity.	Rather than stating the measured readability score, have participants calculate the readability of the passage using the FOG Index as an application activity in using a readability formula. (See the module, Analyzing Instructional Materials: Establishing Readability, for additional information.

PART I - Factors in Reading Difficulty

Paraphrase: Many factors affect readability, however, only six can be objectively and accurately measured.	Many factors contribute to making reading difficult. Familiarity with subject, reason for reading, level of abstraction, and author's style are but a few. None of these can actually be measured with any degree of validity because they are too subjective for objective measurement. Only six of those factors which can be measured objectively are usually considered most predictive of reading difficulty.

Show Transparency A: Measurable Factors in Reading Difficulty and refer to the top of Handout #2.	
Paraphrase:	
Factors in reading difficulty:	Using Transparency A and Handout #2 (top half), examine the six factors to be considered in predicting readability:
1. Sentence length.	1. Average sentence length. Generally, shorter sentences make a passage easier to read.
2. Percentage of long words.	2. Percentage of long words. Longer words are usually encountered less often, and, therefore, are less familiar than short words.
3. Complexity of sentences.	3. Complexity of sentences. Sentences of simple structure, without clauses, are more easily read than complex structures.
4. Verb force.	4. Verb force. Active words usually denote more concrete ideas and are more easily understood than passive verbs, which more often relate to abstract ideas.
5. Number of unfamiliar words.	5. Number of unfamiliar words. Words which are encountered most often are considered to be more readily understood by reason of frequent exposure.
6. Number of abstract words.	6. Number of abstract words. Since abstract ideas are more difficult to comprehend than ideas stated in concrete terms, the more abstract words, the more difficult the reading.

Two most significant factors:

1. Average sentence length
2. Percentage of long words

Of these six factors, most reading experts agree that the two most significant factors are average sentence length and percentage of long words. If we control these two factors, we can control the level of reading difficulty.

PART II - Practice in Reducing Reading Difficulty

Distribute Handout #3: PERFORM Formula and Handout #4: Worksheet for Reducing Reading Level

Show Transparency B: PERFORM Formula

Paraphrase:

The PERFORM formula can be used to rewrite or revise instructional materials because it controls the two most significant factors in reading difficulty.

The PERFORM formula has been developed to assist the teacher in reducing the reading level of written materials. The formula controls the two most significant factors just mentioned, average sentence length and percentage of long words. The PERFORM Chart can be used to construct or revise instructional materials to a predetermined reading level. This procedure is not intended to be used in rewriting a text but rather to revise or develop test questions, study guides, chapter summaries, worksheets, instructional charts, etc.

Refer to Handout #3 and explain the use of the PERFORM formula:

1. Determine desired grade level—column #1.
2. Note the number of sentences per sentence group—column #2.

Refer to Handout #3 and outline the steps for controlling reading level using the PERFORM formula:

1. Determine desired maximum grade level as shown in column #1-(4, 6, 8, 10 or 12).
2. Note the number of sentences per sentence group for the desired grade level as shown in column #2. (Example: 6th-grade level has a

	sentence group of 7 sentences. This sentence group provides the control for the percentage of difficult words, therefore, the following considerations apply: a) You may use as many sentences as needed, but only the specified maximum number of difficult words may appear in each sentence group. Example: 3 difficult words are allowable in each 7-sentence group for 6th-grade reading level. Thus, when the 7th sentence in the passage is completed, a new 7-sentence group can contain an additional 3 difficult words. b) You are not restricted to a single paragraph per sentence group. Paragraphs are not considered. A sentence group can span more or less than one paragraph.
3. Note the maximum sentence length--column #3.	3. Note the maximum sentence length as shown in column #3. No one sentence should contain more than the maximum number of words allowed at the specified grade level. Example: At 6th-grade level, no sentence will contain more than 15 words.
4. Note the number of difficult words--column #4.	4. Note the allowed number of difficult words per sentence group as shown in column #4. Examine the definition of difficult words at the bottom of this page. (Handout #2)
Refer to Handout #4 and explain the activity.	Refer to Handout #4 and explain that: 1. This worksheet is provided to give practice in using the PERFORM formula. It provides a convenient way to keep track of the two significant factors in controlling reading level when writing original

material or revising existing material.

2. Direct participants to reduce the reading level of the passage contained in Handout #1 to the 6th-grade level, using the factors of the PERFORM technique.

3. Review the requirements for rewriting materials at the 6th-grade level as shown on Handout #4:

   a) Number of sentences - 7
   b) Number of words per sentence - 15
   c) Number of difficult words - 3

Allow 10-15 minutes for completion of the activity.

Participants may work in pairs if desired.

4. Circulate among the participants, providing assistance as needed.

Distribute Handout #5: Simplified Version of Sample Passage: Between Ice Ages

Compare the sample revised version with participants' versions.

Handout #5 represents a revised version of Handout #1 reduced from post high school level to 6th-grade level. Have participants compare their versions with the one appearing here.

Optional Activity:

Calculate the readability of the revised sample passage or examine the accuracy of the application of the PERFORM formula.

Allow 15 minutes for this activity.

Have participants calculate the readability of their revised version of the sample passage or exchange their revised versions to check for accuracy in adhering to the stipulations of the PERFORM formula. Check:

1. The number of words in each sentence--(not to exceed 15 for 6th-grade difficulty)

2. The number of difficult words--(not to exceed 3 in each 7-sentence group for 6th-grade difficulty)

3. The number of sentences--(not to exceed 7 for 6th-grade difficulty).

Refer to the bottom of Handout #2: Further Considerations in Reducing Reading Difficulty

The bottom of Handout #2 points out some additional factors to consider when simplifying reading materials. They include:

1. Write the way you talk.
2. Keep the sentences short.
3. Use some variety.
4. Prefer the simple word to the complex.
5. Use familiar words.
6. Eliminate unnecessary words.
7. Use active words.
8. Use concrete, descriptive terms.
9. Consider the learner's frame of reference.

SUMMARY

Paraphrase:

Reading is a common problem for special needs students.

One of the most commonly reported problems encountered with special needs students in the regular classroom is the inability to read with comprehension the regular classroom materials.

The PERFORM formula provides the teacher with an easy method of reducing the reading level of teacher-made materials.

While the regular classroom teacher is not expected to rewrite a textbook to reduce the level of difficulty, it is reasonable to expect that when materials are constructed by the teacher in the form of tests, study guides, worksheets, instructions, etc.. the reading difficulty is controlled. By using the PERFORM formula teachers can quickly accomplish this after a little practice.

FOLLOW-UP ACTIVITY

Explain the activity.

1. Have the participants use the PERFORM formula to:

   a) Reduce the reading level of an existing instructional material, or

	b) Construct a test, worksheet, study guide or other instructional material at a 6th-grade reading level.
Schedule a sharing session.	2. Have participants share the materials they have developed at a sharing session.
EVALUATION	
Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

PERFORM: Handout #1

SAMPLE PASSAGE

BETWEEN ICE AGES

When the Chinese learned, thousands of years ago, that ice enhanced the taste of hot weather beverages, a primitive form of refrigeration emerged. Ice was cut in winter and packed between straw and chaff, for preservation until summer when it was used for cooling beverages.

In ancient Egypt, similar tastes for cool beverages developed, but a different solution was forthcoming since a more temperate climate kept Egypt ice free even in winter.

Clay jars, filled with water, were placed on roof-tops at sundown where the exceptionally dry desert breezes would evaporate the moisture seeping through the porous walls, cooling the water inside.

☐

(Adapted from A to zero of refrigeration. General Motors Corporation, Revised 1964.)

MEASURABLE FACTORS IN READING DIFFICULTY

*1. Average sentence length

*2. Percentage of long words

3. Complexity of sentences
4. Verb force
5. Number of unfamiliar words
6. Number of abstract words

*Most significant factors

FURTHER CONSIDERATIONS IN REDUCING READING LEVEL

1. Write the way you talk.
2. Keep the sentences short.
3. Use some variety.
4. Prefer the simple word to the complex.
5. Use familiar words.
6. Eliminate unnecessary words.
7. Use active verbs.
8. Use concrete, descriptive terms.
9. Consider the learner's frame of reference.

PERFORM FORMULA

Maximum Grade Level	Maximum Number of Sentences per Sentence Group	Maximum Words per Sentence	Total Difficult Words per Sentence Group
4	10	10	2
6	7	15	3
8	5	20	5
10	4	25	7
12	3	30	8

Difficult words include words of 3 or more syllables, except (do not count as difficult):

1. Proper nouns
2. Compound words
3. Words which are made 3-syllable by adding-es or-ed (excesses, contacted)

WORKSHEET FOR REDUCING READING LEVEL

Grade Level 6

#S	WpS	DW	
7	15	3	
1.			
2.			
3.			
4.			
5.			
6.			
7.			

#S = Number of Sentences

WpS = Words per Sentence

DW = Difficult Words

SIMPLIFIED VERSION OF SAMPLE PASSAGE

BETWEEN ICE AGES

Many years ago, the Chinese began to enjoy ice in their summer drinks. They cut the ice in the winter and packed it in straw. Some of the ice remained frozen until summer. This was an early form of refrigeration.

The early Egyptians also enjoyed cool drinks, but their country had no ice. They found another way of cooling them. They filled clay jars with water and placed them on the roof-tops at sundown. During the night, moisture seeped through the porous walls of the jars. The dry desert breezes would blow across the jars causing the moisture to evaporate. This evaporation cooled the water inside.

READING LEVEL: 6th Grade or below

MEASURABLE FACTORS IN READING DIFFICULTY

*1. AVERAGE SENTENCE LENGTH

*2. PERCENTAGE OF LONG WORDS

3. COMPLEXITY OF SENTENCES

4. VERB FORCE

5. NUMBER OF UNFAMILIAR WORDS

6. NUMBER OF ABSTRACT WORDS

*MOST SIGNIFICANT FACTORS

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Procedures for Simplifying Written Communication
(Suggested Sequence: Can follow PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials.)

Objective:

To provide guidelines and practice in keeping teacher-written or revised classroom materials clear and direct.

Time Required For Presentation: 30 minutes

Part I - 18 minutes
Part II - 5 minutes
Part III - 7 minutes

Equipment Needed:

Overhead projector, chalkboard and chalk or blank transparency

Materials To Be Duplicated:

Handouts #1, #2
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Exercises in Applying the Procedures for Clear Written Communication
Handout #2 - Dale List of Familiar Words
Transparency A - Procedures for Clear Writing

Resources And References:

Gunning R. The technique of clear writing. New York: McGraw-Hill, 1952.

Directions for Presentation

OVERVIEW

The readability of teacher-written materials is largely ignored although worksheets, tests, summaries, study guides, and instruction sheets are a regular part of every classroom. In developing these materials the degree of difficulty is left largely to chance and usually depends upon the teacher's "feel" for what most students can comprehend.

To insure maximum effectiveness of your written communications, this session offers guidelines for clear and concise writing. As a result of these procedures and accompanying exercises on each, your written classroom materials will become more effective and appropriate for your students. Applying these procedures when preparing written materials is essential for special needs students but equally appropriate for any student.

This session can be divided into three parts as follows:

Part I: Participants examine and apply through specific exercises the first procedure for clear writing.

Part II: Participants examine and apply through specific exercises the second procedure for clear writing.

Part III: Participants examine and apply through specific exercises the third procedure for clear writing.

INTRODUCTION

Read quote aloud.

Because a considerable amount of time is often devoted to the development of teacher-written instructional materials, specific guidelines are explored in this session to assist the teacher in writing techniques which produce clear and comprehensive communications.

Paraphrase:

This statement is a good example of foggy communication which violates the principles of clear writing.

By following three procedures of clear writing, a more direct statement can be made which communicates the idea with greater clarity.

Guidelines for effective communication:

1. Short and simple sentences.
2. Concrete, descriptive terms.
3. Relevance.

1. Keep sentences short and simple.
2. Use concrete, descriptive terms.
3. Make statements relevant.

Remembering these three procedures, let's apply this to our teaching mission.

Teachers spend many hours writing materials for classroom use. Applying the three basic procedures when writing these materials aid our students in understanding what we have to say.

PART I

Distribute Handout #1: Exercises in Applying Procedures for Clear Written Communication

Principle I: Short and simple sentences

Principle I: Keep the sentences short and simple.

Paraphrase:

A. Remove the "fat."

A. Remove the "fat."

When unnecessary verbage is weeded out, complex structure does not clutter up comprehension. Remove the "fat" and clearly defined ideas emerge.

Refer to Exercise #1 of Handout #1.

Explain the activity.

1. Practice in removing the "fat."
2. Read sample answer for Exercise #1 as provided.
3. Elicit several other samples from participants.

Allow 5 minutes for the activity.

Distribute Handout #2: Dale List of Familiar Words.

B. Use the familiar word.

Paraphrase:

1. Most high-school students know 10,000-15,000 words.
2. About 3,000 words are used in an average conversation.
3. Ten words make up 25% of written and spoken English.
4. Fifty words make up 50% of written and spoken English.

Refer to Handout #2: Dale List of Familiar Words

Exercise #1. Remove the "fat."

Have participants remove the "fat" from the statement in Exercise #1 and rewrite the information to make it clearer.

Read the sample answer as follows:

> Textbooks themselves are not necessarily poor teaching aids. They, like other teaching aids, become poor when they are not clear and understandable for the students who use them.

B. Use the familiar word.

The average high-school student can use approximately 10,000 to 15,000 words correctly in sentences. The routine conversation of the average person rarely goes beyond the 3,000 most familiar words.

Ten short words make up 25% of all written and spoken English.

These are:

the	and	a	that	is
of	to	in	it	I

Only fifty words make up 50% of written English.

The Dale List of Familiar Words, Handout #2, is basic vocabulary to all adults. It is possible to discuss nearly anything within the range of these 3,000 words.

Words not included in this list can be used if:	Written communication using other words can still be easily read and understood if:
1. Four of every five are from the list.	1. Four of every five are from the list.
2. The average sentence is less than 20 words.	2. The average sentence is less than 20 words.*
	However, use the unfamiliar words only when absolutely necessary. Never use a "big" word where a "small" one will do just as well. *(This information is taken from the Dale-Chall formula of readability.)
Refer to Exercise #2 of Handout #1 and Handout #2.	Exercise #2. Use the familiar word.
Explain activity using the instructions provided.	Using Exercise #2 provided in Handout #1 and Handout #2, explain the following activity: a. Using familiar terms, write a paragraph describing one attribute you consider essential in good teaching and why. b. Exchange paragraphs with another participant. c. Circle any words you think might be considered "unfamiliar words" and return the paragraph to its writer. d. Check any circled words against the Dale List of Familiar Words. e. Mark words you used which do not appear on the list.

Elicit responses from the participants concerning the outcome of their analysis of their paragraph.	f. Determine if, on the average, you use more than one unfamiliar word out of every five words and a sentence length of less than 20 words.
Allow 5 minutes for the activity.	
C. Use simple synonyms.	C. When possible, use simple synonyms.
Paraphrase: Avoid gobbledygook.	Avoid cluttering your writing with gobbledygook, a term coined to describe the bureaucratic jargon of Washington. Instead, use the simpler, more familiar word if the meaning still remains clear. Usually, the meaning is clearer when the more familiar word is used.
Avoid unnecessary technical-sounding terminology.	Avoid unnecessary technical-sounding terminology, when possible. Often familiar words convey equal or greater clarity.
Read the example provided.	For example, how many times have you written, or read, a statement like: "Should you encounter difficulty in the utilization of this technique, a modification can be implemented which should allow optimum efficiency." Instead, all you need to say is, "If you have trouble doing it this way, try another."
Refer to Exercise #3 of Handout #1.	Exercise #3. Use simple synonyms. Using Exercise #3 of Handout #1, have participants write a simpler word beside the words listed in Exercise #3 of Handout #1.

Elicit responses from the participants. Examples are provided here.

Allow 3 minutes for the activity.

1.	modification	(change)
2.	utilization	(use)
3.	initial	(first)
4.	optimum	(best, most)
5.	demonstrate	(show, do)
6.	objective	(aim, goal)
7.	encounter	(meet)
8.	maximal	(most)
9.	adjacent	(beside, next to)
10.	elevate	(raise, lift)

PART II

Principle II: Use concrete, terms.

Principle II: Use concrete, descriptive terms.

Paraphrase:

Concrete, descriptive verbs and nouns reflect facts and events directly. Adjectives and adverbs, however, involve opinion. To report that Tom is "extremely lazy" is opinion. A more observable statement might be: Tom sat in class with no book or started no project for the past three weeks.

A. Use active words.

A. Use active words.

Active words are interesting and remembered.

Active words hold the reader's interest and are remembered. Passive verbs add variety, but make for dull reading in comparison.

Read active vs. passive examples.

Read examples:
Passive: An improvement in grades has been seen.
Active: Grades have improved.

Refer to Exercise #4 of Handout #1.

Exercise #4. Use active words.

Explain the activity.

Using Exercise #4 of Handout #1, have participants rewrite the following ideas, using active rather than passive terms:

Read examples and elicit written and verbal responses from the participants.

1. Passive: A sharp increase in student attendance has been noted.

   Active: Sample response: (Student attendance has increased sharply.)

   Passive: When application of pressure is employed by the operator ...

   Active: Sample response: (When the operator applies pressure ...)

2. Passive: Completion of the test by 2 o'clock will result in early dismissal.

   Active: Sample response: (If you finish by 2 o'clock, you may leave.)

Allow 3 minutes for the activity.

B. Write like you talk.

Paraphrase:

Often our written communications become more complex than our conversations.

In such situations, rephrase to capture the verbal version.

B. Write like you talk.

In face-to-face conversation we generally use simple forms of expression rather than complicated vocabulary and complex grammar. But when writing, we often use four-syllable words where two-syllable synonyms would do, three words where one would be clearer, and connecting words where not required for clear communication.

To avoid this, ask yourself, "How would I explain that to a student face to face."

Usually, this will result in a simple, direct statement of what you want to say.

PART III

Principle III: Make statements relevant.	Principle III: Make statements relevant.
Paraphrase:	This principle focuses more on the reader than on the words themselves.
A. Consider the student's frame of reference.	A. Consider the student's frame of reference.
The reader's experience determines the meaning given to words.	The meaning a reader gives to words is determined entirely by his/her past experience and purposes. Therefore, the meanings of words vary depending on the experience of the reader. We can demonstrate the wide variance of word interpretations by a free-association exercise.
Refer to Exercise #5 of Handout #1.	Exercise #5. Consider frame of reference and word meaning.
Explain the activity.	Using Exercise #5 of Handout #1, have participants write the word that comes to mind when you read each of the words given.
	1. Proposition ____________________ 2. Power ____________________ 3. Machine ____________________
Allow 5 minutes for the activity.	4. Sportsman ____________________ 5. Freedom ____________________
Discuss: Emphasize that variations in responses are due to the differences among the participants' past experiences and the purpose for using the word. Choose words adapted to the reader.	Briefly discuss the wide differences in associations related to the same written word. Point out that past experience and purpose give meaning to words. Choose words which are adapted to the reader to avoid misinterpretation.

B. Use appropriate abstraction level.	B. Use an appropriate abstraction level.
Paraphrase:	
Abstract words are more open to interpretation and therefore result in vagueness.	Highly abstract words are most open to interpretation and thus result in vagueness of communication.
Write the levels of abstraction given on the chalkboard or blank transparency.	For example, consider the levels of abstraction in the following: Social Misfits Juvenile Delinquents Youthful Trouble Makers Jim, Tom, Ben
Discuss: Emphasize that "Jim, Tom, and Ben" are more concrete, while "social misfits" is very vague and open for discussion.	How are they different? The closer an idea is to the reader's experience, the more likely the writer's intended meaning will be comprehended.
Write materials at the level of abstraction your students can understand.	Because most teachers are so fully acquainted with their field, there is a tendency unconsciously to use higher levels of abstraction. Always consider the abstraction level your students can handle and write your materials at that level. Remember that they are still acquiring skills in which you, as teachers, have achieved competence. Therefore, they will need more concrete written examples to acquire these skills.
C. Don't get lost in details.	C. Don't get lost in details.
Paraphrase: To remove unnecessary details that cloud comprehension:	Before you write, ask yourself, "Exactly, what am I trying to say?" The clearer your idea, the fewer unneeded details will drift into the writing.
1. Before writing, ask: What am I trying to say?	After writing a section, paragraph, etc., work with pencil in hand and mark out all unnecessary detail.

2. Examine written work and eliminate all unnecessary detail.
3. Keep objective in line with the student's frame of reference.

Keep in mind your objectives as well as your students's frame of reference. Unnecessary details tend to cloud comprehension.

SUMMARY

Use the procedures outlined in this session in writing and revising classroom materials. This is essential for special needs students but appropriate for any student.

When simplifying and clarifying materials for student use in the classroom, teachers should apply the basic procedures of clear writing discussed in this session.

Show Transparency A: Procedures for Clear Writing

1. Keep sentences short and simple.
2. Use concrete, descriptive terms.
3. Make it relevant.

This is essential for special needs students but equally appropriate for any student.

Remember: Write so that you can't be misunderstood.

It is not enough to write so you will be understood. You have to write so you cannot be misunderstood.

FOLLOW-UP ACTIVITY

Explain the activity.

Have participants select a class handout, test, study guide, etc., papers usually prepared by them. Have them analyze its style and format using the procedures discussed in this session and revise it.

Schedule a sharing session.	Have participants share ideas after completing the follow-up activity.

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

EXERCISES IN APPLYING PROCEDURES FOR CLEAR WRITTEN COMMUNICATION

Exercise 1. Remove the "fat."

Rewrite the information in the following statement to make it clearer. Break it into smaller sentences.

> The deficiencies frequently ascribed to textbooks are not really inherent in the medium per se, but reflect, rather, deficiencies that are common to all inadequately prepared instructional materials, such as lack of lucidity, ineffective communication, inappropriate level of sophistication, and absence of exploratory and integrative ideas.

Exercise 2. Use the familiar word.

A. Using terms familiar to your students, describe one attribute you consider essential for a good teacher to possess. Explain why you think that attribute is a basic requirement in teaching. Limit your writing to one paragraph.

B. Evaluate the reading ease of your paragraph.

a) Total number of words________ divided by 5 = ________
b) Total number of words not appearing on the Dale List (Handout #2) = ____________

If b is equal to or less than a, your writing is easy to read.

Exercise 3. Use simple synonyms.

Write a more familiar synonym beside those listed below.

1. modification ____________
2. utilization ____________
3. initial ____________
4. optimum ____________
5. demonstrate ____________
6. objective ____________
7. encounter ____________
8. maximal ____________
9. adjacent ____________
10. elevate ____________

Exercise 4. Use active words.

Rewrite the following ideas using active rather than passive terms.

Example:

Passive: An improvement in grades has been seen.
Active: Grades have improved.

1. Passive: A sharp increase in student attendance has been noted.

   Active: ____________

   ____

2. Passive: When application of pressure is employed by the operator ...

   Active: ____________

   ____

3. Passive: Completion of the test by 2 o'clock will result in early dismissal.

   Active: ____

   ____

Exercise 5. Consider frame of reference and word meaning.

Write the word that comes to mind when you read the words appearing below.

1. Proposition ____________________
2. Power ____________________
3. Machine ____________________
4. Sportsman ____________________
5. Freedom ____________________

DALE LIST OF FAMILIAR WORDS

The following list of 3,000 words was prepared by Dr. Edgar Dale of Ohio State University. The words included "are known in reading by at least 80 percent of the children in Grade IV."

Dr. Dale points out that no one is intended to confine his writing to this list, for it excludes many important words. The word "nation" is an example; it tested slightly below the 80 percent mark but is no doubt generally familiar to adults.

Writing that averages 20 words per sentence or less can include as many as 20 percent of words outside this list and still remain within the easy-reading range (Fog Index or less).

The words in this list that exceed two syllables number only 4 percent.

a
able
aboard
about
above
absent
accept
accident
account
ache(ing)
acorn
acre
across
act(s)
add
address
admire
adventure
afar
afraid
afternoon
afterward(s)
again
against
age
aged
ago
agree
ah
ahead
aid
aim
air
airfield
airport
airplane
airship
airy
alarm
alike
alive
all
alley
alligator
allow
almost
alone
along
aloud
already
also
always
am
America
American
among
amount
an
and
angel
anger
angry
animal
another
answer
ant
any
anybody
anyhow
anyone
anything
anyway
anywhere
apart
apartment
ape
apiece
appear
apple
April
apron
are
aren't
arise
arithmetic
arm
armful
army
arose
around
arrange
arrive
arrive(d)
arrow
art
artist
as
ash(es)
aside
ask
asleep
at
ate
attack
attend
attention
August
aunt
author
auto
automobile
autumn
avenue
awake(n)
away
awful(ly)
awhile
ax
baa
babe
baby(ies)
back
background
backward(s)
bacon
bad(ly)
badge
bag
bake(r)
baking
bakery
ball
balloon
banana
band
banjo
bank(er)
bar
barber
bare(ly)
barefoot
bark
barn
barrel
base
baseball
basement
basket
bat
batch
bath
bathe
bathing
bathroom
bathtub
battle
battleship
bay
be(ing)
beach
bead
beam
bean
bear
beard
beast
beat(ing)
beautiful
beautify
beauty

became
because
become
becoming
bed
bedbug
bedroom
bedspread
bedtime
bee
beech
beef
beefsteak
beehive
been
beer
beet
before
beg
began
beggar
begged
begin
beginning
begun
behave
behind
believe
bell
belong
below
belt
beneath
bench
bend
bent
berry(ies)
beside(s)
best
bet
better
between
bib
bible
bicycle
bid
big(ger)
bill
billboard
bin

bind
bird
birth
birthday
biscuit
bit
bite
biting
bitter
black
blackberry
blackbird
blackness
blacksmith
blame
blank
blanket
blast
blaze
bleed
bless
blessing
blew
blind(s)
blindfold
block
blood
bloom
blossom
blot
blow
blue
blueberry
bluebird
bluejay
blush
board
boast
boat
bob
bobwhite
body(ies)
boil(er)
bold
bone
bonnet
boo
book
bookcase
bookkeeper

boom
boot
born
borrow
boss
both
bother
bottle
bottom
bought
bounce
bow
bowl
bow-wow
box(es)
boxcar
boxer
boy
boyhood
bracelet
brain
brake
bran
branch
brass
brave
bread
break
breakfast
breast
breath
breeze
brick
bride
bridge
bright
brightness
bring
broad
broadcast
broke(n)
brook
broom
brother
brought
brown
brush
bubble
bucket
buckle

bud
buffalo
bug
buggy
build
building
built
bulb
bull
bullet
bum
bumblebee
bump
bun
bunch
bundle
bunny
burn
burst
bury
bury
bus
bush
bushel
business
busy
but
butcher
butt
butter
buttercup
butterfly
buttermilk
butterscotch
button
buttonhole
buy
buzz
by
bye
cab
cabbage
cabin
cabinet
cackle
cage
cake
calendar
calf
call(er)(ing)

came
camel
camp
campfire
can
canal
canary
candle
candlestick
candy
cane
cannon
cannot
canoe
can't
canyon
cap
cape
capital
captain
car
card
cardboard
care
careful
careless
carelessness
carload
carpenter
carpet
carriage
carrot
carry
cart
carve
case
cash
cashier
castle
cat
catbird
catch
catcher
caterpillar
catfish
catsup
cattle
caught
cause
cave

ceiling
cell
cellar
cent
center
cereal
certain(ly)
chain
chair
chalk
champion
chance
change
chap
charge
charm
chart
chase
chatter
cheap
cheat
check
checkers
cheek
cheer
cheese
cherry
chest
chew
chick
chicken
chief
child
childhood
children
chill(y)
chimney
chin
china
chip
chipmunk
chocolate
choice
choose
chop
chorus
chose (n)
christen

Christmas
church
churn
cigarette
circle
circus
citizen
city
clang
clap
class
classmate
classroom
claw
clay
clean(er)
clear
clerk
clever
click
cliff
climb
clip
cloak
clock
close
closet
cloth
clothes
clothing
cloud(y)
clover
clown
club
cluck
clump
coach
coal
coast
coat
cob
cobbler
cocoa
coconut
cocoon
cod
codfish
coffee

coffeepot
coin
cold
collar
college
color(ed)
colt
column
comb
come
comfort
comic
coming
company
compare
conductor
cone
connect
coo
cook(ed)
cook(ing)
cooky(ie)(s)
cool(er)
coop
copper
copy
cord
cork
corn
corner
correct
cost
cot
cottage
cotton
couch
cough
could
couldn't
count
counter
country
county
course
court
cousin
cover
cow

coward(ly)
cowboy
cozy
crab
crack
cracker
cradle
cramps
cranberry
crank(y)
crash
crawl
crazy
cream(y)
creek
creep
crept
cried
croak
crook(ed)
crop
cross(ing)
cross-eyed
crow
crowd(ed)
crown
cruel
crumb
crumble
crush
crust
cry(ies)
cub
cuff
cup
cupboard
cupful
cure
curl(y)
curtain
curve
cushion
custard
customer
cut
cute
cutting
dab

dad
daddy
daily
dairy
daisy
dam
damage
dame
damp
dance(r)
dancing
dandy
danger(ous)
dare
dark(ness)
darling
darn
dart
dash
date
daughter
dawn
day
daybreak
daytime
dead
deaf
deal
dear
death
December
decide
deck
deed
deep
deer
defeat
defend
defense
delight
den
dentist
describe
desert
deserve
desire
desk
destroy

devil
dew
diamond
did
didn't
die(d)(s)
difference
different
dig
dim
dime
dine
ding-dong
dinner
dip
direct
direction
dirt(y)
discover
dish
dislike
dismiss
ditch
dive
diver
divide
do
dock
doctor
does
doesn't
dog
doll
dollar
dolly
done
donkey
don't
door
doorbell
doorknob
doorstep
dope
dot
double
dough
dove
down
downstairs

downtown
dozen
drag
drain
drank
draw(er)
draw(ing)
dream
dress
dresser
dressmaker
drew
dried
drift
drill
drink
drip
drive(n)
driver
drop
drove
drown
drowsy
drug
drum
drunk
dry
duck
due
dug
dull
dumb
during
dust(y)
duty
dwarf
dwell
dwelt
dying
each
eager
eagle
ear
early
earn
earth
east(ern)
easy
eat(en)

edge
egg
eh
eight
eighteen
eighth
eighty
either
elbow
elder
eldest
electric
electricity
elephant
eleven
elf
elm
else
elsewhere
empty
end(ing)
enemy
engine
engineer
English
enjoy
enough
enter
envelope
equal
erase(r)
errand
escape
eve
even
evening
ever
every
everybody
everyday
everyone
everything
everywhere
evil
exact
except
exchange
excited
exciting

excuse
exit
expect
explain
extra
eye
eyebrow
fable
face
facing
fact
factory
fail
faint
fair
fairy
faith
fake
fall
false
family
fan
fancy
far
faraway
fare
farmer
farm(ing)
far-off
farther
fashion
fast
fasten
fat
father
fault
favor
favorite
fear
feast
feather
February
fed
feed
feel
feet
fell
fellow
felt

fence
fever
few
fib
fiddle
field
fife
fifteen
fifth
fifty
fig
fight
figure
file
fill
film
finally
find
fine
finger
finish
fire
firearm
firecracker
fireplace
fireworks
firing
first
fish
fisherman
fist
fit(s)
five
fix
flag
flake
flame
flap
flash
flashlight
flat
flea
flesh
flew
flies
flight
flip
flip-flop
float

flock
flood
floor
flop
flour
flow
flower(y)
flutter
fly
foam
fog
foggy
fold
folks
follow(ing)
fond
food
fool
foolish
foot
football
footprint
for
forehead
forest
forget
forgive
forgot(ten)
fork
form
fort
forth
fortune
forty
forward
fought
found
fountain
four
fourteen
fourth
fox
frame
free
freedom
freeze
freight
French
fresh
fret

Friday
fried
friend
friendship
frighten
frog
from
front
frost
frown
froze
fruit
fry
fudge
fuel
full(y)
fun
funny
fur
furniture
further
fuzzy
gain
gallon
gallop
game
gang
garage
garbage
garden
gas
gasoline
gate
gather
gave
gay
gear
geese
general
gentle
gentleman
gentlemen
geography
get
getting
giant
gift
gingerbread
girl
give(n)

giving
glad(ly)
glance
glass(es)
gleam
glide
glory
glove
glow
glue
go(ing)
goes
goal
goat
gobble
God(g)
godmother
gold(en)
goldfish
golf
gone
good(s)
good-by(bye)
good-looking
goodness
goody
goose
gooseberry
got
govern
government
gown
grab
gracious
grade
grain
grand
grandchild
grandchildren
granddaughter
grandfather
grandma
grandmother
grandpa
grandson
grandstand
grape(s)
grapefruit
grass
grasshopper

grateful
grave
gravel
graveyard
gravy
gray
graze
grease
great
green
greet
grew
grind
groan
grocery
ground
group
grove
grow
guard
guess
guest
guide
gulf
gum
gun
gunpowder
guy
ha
habit
had
hadn't
hail
hair
haircut
hairpin
half
hall
halt
ham
hammer
hand
handful
handkerchief
handle
handwriting
hang
happen
happily
happiness

happy
harbor
hard
hardly
hardship
hardware
hare
hark
harm
harness
harp
harvest
has
hasn't
haste(n)
hasty
hat
hatch
hatchet
hate
haul
have
haven't
having
hawk
hay
hayfield
haystack
he
head
hear(ing)
heard
heart
heat(er)
heaven
heavy
he'd
heel
height
held
hell
he'll
hello
helmet
help(er)
helpful
hem
hen
henhouse
her(s)

herd
here
here's
hero
herself
he's
hey
hickory
hid
hidden
hide
high
highway
hill
hillside
hilltop
hilly
him
himself
hind
hint
hip
hire
his
hiss
history
hit
hitch
hive
ho
hoe
hog
hold(er)
hole
holiday
hollow
holy
home
homely
homesick
honest
honey
honeymoon
honk
honor
hood
hoof
hook
hoop
hop

hope(ful)
hopeless
horn
horse
horseback
horseshoe
hose
hospital
host
hot
hotel
hound
hour
house
housetop
housewife
housework
how
however
howl
hug
huge
hum
humble
hump
hundred
hung
hunger
hungry
hunk
hunt(er)
hurrah
hurried
hurry
hurt
husband
hush
hut
hymn
I
ice
icy
I'd
idea
if
ill
I'll
I'm
important
impossible

improve
in
inch(es)
income
indeed
Indian
indoors
ink
inn
insect
inside
instant
instead
insult
intend
interested
interesting
into
invite
iron
is
island
isn't
it
its
it's
itself
I've
ivory
ivy
jacket
jacks
jail
jam
January
jar
jaw
jay
jelly
jellyfish
jerk
jig
jog
jockey
join
joke
joking
jolly
journey
joy(ful)

joyous
judge
jug
juice
juicy
July
jump
June
junior
junk
just
keen
keep
kept
kettle
key
kick
kid
kill(ed)
kind(ly)
kindness
king
kingdom
kiss
kitchen
kite
kitten
kitty
knee
kneel
knew
knife
knit
knives
knob
knock
knot
know
known
lace
lad
ladder
laddies
lady
laid
lake
lamb
lame
lamp
land

lane
language
lantern
lap
lard
large
lash
last
late
laugh
laundry
law
lawn
lawyer
lay
lazy
lead
leader
leaf
leak
lean
leap
lean(ed)
least
leather
leave(ing)
led
left
leg
lemon
lemonade
lend
length
less
lesson
let
let's
letter
letting
lettuce
level
liberty
library
lice
lick
lid
lie
life
lift
light(ness)

lightning
like
likely
liking
lily
limb
lime
limp
line
linen
lion
lip
list
listen
lit
little
live(s)
lively
liver
living
lizard
load
loaf
loan
loaves
lock
locomotive
log
lonely
lonesome
long
look
lookout
loop
loose
lord
lose(r)
loss
lost
lot
loud
love
lovely
lover
low
lucky
lumber
lump
lunch
lying

ma
machine
machinery
mad
made
magazine
magic
maid
mail
mailbox
mailman
major
make
making
male
mama
mamma
man
manager
mane
manger
many
map
maple
marble
march(M)
mare
mark
market
marriage
married
marry
mask
mast
master
mat
match
matter
mattress
may(M)
maybe
mayor
maypole
me
meadow
meal
mean(s)
meant
measure
meat

medicine
meet(ing)
melt
member
men
mend
meow
merry
mess
message
met
metal
mew
mice
middle
midnight
might(y)
mile
milk
milkman
mill
miller
million
mind
mine
miner
mint
minute
mirror
mischief
miss(M)
misspell
mistake
misty
mitt
mitten
mix
moment
Monday
money
monkey
month
moo
moon
moonlight
moose
mop
more
morning
morrow

moss
most(ly)
mother
motor
mount
mountain
mouse
mouth
move
movie
moving
mow
Mr., Mrs.
much
mud
mule
multiply
murder
music
must
my
myself
nail
name
nap
napkin
narrow
nasty
naughty
navy
near
nearby
nearly
neat
neck
necktie
need
needle
needn't
Negro
neighbor
neighborhood
neither
nerve
nest
net
never
nevermore
new
news

newspaper
next
nibble
nice
nickel
night
nightgown
nine
nineteen
ninety
no
nobody
nod
noise
noisy
none
noon
nor
north(ern)
nose
not
note
nothing
notice
November
now
nowhere
number
nurse
nut
oak
oar
oatmeal
oats
obey
ocean
o'clock
October
odd
of
off
offer
office
officer
often
oh
oil
old
old-fashioned
on

once
one
onion
only
onward
open
or
orange
orchard
order
ore
organ
other
otherwise
ouch
ought
our(s)
ourselves
out
outdoors
outfit
outlaw
outline
outside
outward
oven
over
overalls
overcoat
overeat
overhead
overhear
overnight
overturn
owe
owing
owl
own(er)
ox
pa
pace
pack
package
pad
page
paid
pail
pain(ful)
paint (er)
painting
pair
pal
palace
pale
pan
pancake
pane
pansy
pants
papa
paper
parade
pardon
parent
park
part(ly)
partner
party
pass
passenger
past
paste
pasture
pat
patch
path
patter
pave
pavement
paw
pay
payment
pea(s)
peace(ful)
peach(es)
peak
peanut
pear
pearl
peck
peek
peel
peep
peg
pen
pencil
penny
people
pepper
peppermint
perfume
perhaps
person
pet
phone
piano
pick
pickle
picnic
picture
pie
piece
pig
pigeon
piggy
pile
pill
pillow
pin
pine
pineapple
pink
pint
pipe
pistol
pit
pitch
pitcher
pity
place
plain
plan
plane
plant
plate
platform
platter
play(er)
playground
playhouse
playmate
plaything
pleasant
please
pleasure
plenty
plow
plug
plum
pocket
pocketbook
poem
point
poison
poke
pole
police
policeman
polish
polite
pond
ponies
pool
poor
pop
popcorn
popped
porch
pork
possible
post
postage
postman
pot
potato(es)
pound
pour
powder
power(ful)
praise
pray
prayer
prepare
present
pretty
price
prick
prince
princess
print
prison
prize
promise
proper
protect
proud
prove
prune
public
puddle
puff
pull
pump
pumpkin
punch
punish
pup
pupil
puppy
pure
purple
purse
push
puss
pussy
pussycat
put
putting
puzzle
quack
quart
quarter
queen
queer
question
quick(ly)
quiet
quilt
quit
quite
rabbit
race
rack
radio
radish
rag
rail
railroad
railway
rain(y)
rainbow
raise
raisin
rake
ram
ran
ranch
rang
rap
rapidly

rat
rate
rather
rattle
raw
ray
reach
read
reader
reading
ready
real
really
reap
rear
reason
rebuild
receive
recess
record
red
redbird
redbreast
refuse
reindeer
rejoice
remain
remember
remind
remove
rent
repair
repay
repeat
report
rest
return
review
reward
rib
ribbon
rice
rich
rid
riddle
ride(r)
riding
right
rim
ring

rip
ripe
rise
rising
river
road
roadside
roar
roast
rob
robber
robe
robin
rock(y)
rocket
rode
roll
roller
roof
room
rooster
root
rope
rose
rosebud
rot
rotten
rough
round
route
row
rowboat
royal
rub
rubbed
rubber
rubbish
rug
rule(r)
rumble
run
rung
runner
running
rush
rust(y)
rye
sack
sad
saddle

sadness
safe
safety
said
sail
sailboat
sailor
saint
salad
sale
salt
same
sand(y)
sandwich
sang
sank
sap
sash
sat
satin
satisfactory
Saturday
sausage
savage
save
savings
saw
say
scab
scales
scare
scarf
school
schoolboy
schoolhouse
schoolmaster
schoolroom
scorch
score
scrap
scratch
scream
screen
screw
scrub
sea
seal
seam
search
season

seat
second
secret
see(ing)
seed
seek
seem
seen
seesaw
select
self
selfish
sell
sell
send
sense
sent
sentence
separate
September
servant
serve
service
set
setting
settle
settlement
seven
seventeen
seventh
seventy
several
sew
shade
shadow
shady
shake(r)
shaking
shall
shame
shan't
shape
share
sharp
shave
she
she'd
she'll
she's
shear(s)

shed
sheep
sheet
shelf
shell
shepherd
shine
shining
shiny
ship
shirt
shock
shoe
shoemaker
shone
shook
shoot
shop
shopping
shore
short
shot
should
shoulder
shouldn't
shout
shovel
show
shower
shut
shy
sick(ness)
side
sidewalk
sideways
sigh
sight
sign
silence
silent
silk
sill
silly
silver
simple
sin
since
sing
singer
single

sink
sip
sir
sis
sissy
sister
sit
sitting
six
sixteen
sixth
sixty
size
skate
skater
ski
skin
skip
skirt
sky
slam
slap
slate
slave
sled
sleep(y)
sleeve
sleigh
slept
slice
slid
slide
sling
slip
slipped
slipper
slippery
slit
slow(ly)
sly
smack
small
smart
smell
smile
smoke
smooth
snail
snake
snap

snapping
sneeze
snow(y)
snowball
snowflake
snuff
snug
so
soak
soap
sob
socks
sod
soda
sofa
soft
soil
sold
soldier
sole
some
somebody
somehow
someone
something
sometime(s)
somewhere
son
song
soon
sore
sorrow
sorry
sort
soul
sound
soup
sour
south(ern)
space
spade
spank
sparrow
speak(er)
spear
speech
speed
spell(ing)
spend
spider

spike
spill
spin
spinach
spirit
spit
splash
spoil
spoke
spook
spoon
sport
spot
spread
spring
springtime
sprinkle
square
squash
squeak
squeeze
squirrel
stable
stack
stage
stair
stall
stamp
stand
star
stare
start
starve
state
station
stay
steak
steal
steam
steamboat
steamer
steel
steep
steeple
steer
stem
step
stepping
stick(y)
stiff

still(ness)
sting
stir
stitch
stock
stocking
stole
stone
stood
stool
stoop
stop
stopped
stopping
store
stork
stories
storm(y)
story
stove
straight
strange(r)
strap
straw
strawberry
stream
street
stretch
string
strip
stripes
strong
stuck
study
stuff
stump
stung
subject
such
suck
sudden
suffer
sugar
suit
sum
summer
sun
Sunday
sunflower
sun

Sunday
sunflower
sung
sunk
sunlight
sunny
sunrise
sunset
sunshine
supper
suppose
sure(ly)
surface
surprise
swallow
swam
swamp
swan
swat
swear
sweat
sweater
sweep
sweet(ness)
sweetheart
swell
swept
swift
swim
swimming
swing
switch
sword
swore
table
tablecloth
tablespoon
tablet
tack
tag
tail
tailor
take(n)
taking
tale
talk(er)
tall
tame
tan
tank

tap
tape
tar
tardy
task
taste
taught
tax
tea
teach(er)
team
tear
tease
teaspoon
teeth
telephone
tell
temper
ten
tennis
tent
term
terrible
test
than
thank(s)
thankful
Thanksgiving
that
that's
the
theater
thee
their
them
then
there
these
they
they'd
they'll
they're
they've
thick
thief
thimble
thin
thing
think
third
thirsty
thirteen
thirty
this
tho
thorn
those
though
thought
thousand
thread
three
threw
throat
throne
through
throw(n)
thumb
thunder
Thursday
thy
tick
ticket
tickle
tie
tiger
tight
till
time
tin
tinkle
tiny
tip
tiptoe
tire
tired
'tis
title
to
toad
toadstool
toast
tobacco
today
toe
together
toilet
told
tomato
tomorrow
ton
tone
tongue
tonight
too
took
tool
toot
tooth
toothbrush
toothpick
top
tore
torn
toss
touch
tow
toward(s)
towel
tower
town
toy
trace
track
trade
train
tramp
trap
tray
treasure
treat
tree
trick
tricycle
tried
trim
trip
trolley
trouble
truck
true
truly
trunk
trust
truth
try
tub
Tuesday
tug
tulip
tumble
tune
tunnel
turkey
turn
turtle
twelve
twenty
twice
twig
twin
two
ugly
umbrella
uncle
under
understand
underwear
undress
unfair
unfinished
unfold
unfriendly
unhappy
unhurt
uniform
United States
unkind
unknown
unless
unpleasant
until
unwilling
up
upon
upper
upset
upside
upstairs
uptown
upward
us
use(d)
useful
valentine
valley
valuable
value
vase
vegetable
velvet
very
vessel
victory
view
village
vine
violet
visit
visitor
voice
vote
wag
wagon
waist
wait
wake(n)
walk
wall
walnut
want
war
warm
warn
was
wash(er)
washtub
wasn't
waste
watch
watchman
water
watermelon
waterproof
wave
wax
way
wayside
we
weak(ness)
weaken
wealth
weapon
wear
weary
weather
weave
web
we'd

wedding
Wednesday
wee
weed
week
we'll
weep
weigh
welcome
well
went
were
we're
west(ern)
wet
we've
whale
what
what's
wheat
wheel
when
whenever
where
which
while
whip
whipped
whirl
whisky
whisper
whistle
white
who
who'd
whole
who'll
whom
who's
whose
why
wicked
wide
wife
wiggle
wild
wildcat
will
willing
willow
win
wind(y)
windmill
window
wine
wing
wink
winner
winter
wipe
wire
wise
wish
wit
witch
with
without
woke
wolf
woman
women
won
wonder
wonderful
won't
wood(en)
woodpecker
woods
wool
woolen
word
wore
work(er)
workman
world
worm
worn
worry
worse
worst
worth
would
wouldn't
wound
wove
wrap
wrapped
wreck
wren
wring
write
writing
written
wrong
wrote
wrung
yard
yarn
year
yell
yellow
yes
yesterday
yet
yolk
yonder
you
you'd
you'll
young
youngster
you're
yourself
yourselves
youth
you've

PROCEDURES FOR CLEAR WRITING

1. KEEP SENTENCES SHORT AND SIMPLE.
    A) REMOVE THE "FAT."
    B) USE THE FAMILIAR WORD.

2. USE CONCRETE, DESCRIPTIVE TERMS.
    A) USE ACTIVE WORDS.
    B) WRITE LIKE YOU TALK.

3. MAKE STATEMENTS RELEVANT.
    A) CONSIDER THE STUDENT'S FRAME OF REFERENCE.
    B) USE AN APPROPRIATE ABSTRACTION LEVEL.
    C) DON'T GET LOST IN DETAILS.

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Using the Textbook as a Learning Tool

Objective:

To use techniques that make students' textbook reading easier and more effective.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

Overhead projector, screen, and transparency marker

Materials To Be Duplicated:

Handout #1, #2
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Observation Experiment Worksheet
Handout #2 - Methods for Teaching Vocabulary
Transparency A - A Proverb

Resources And References:

Harlin, R. Teaching reading in high school. New York: The Bobbs-Merrill Company, Inc., 1964.
Piercey, D. Reading activities in content area. Boston: Allyn and Bacon, Inc., 1976.
Smith, H., & Vogel, M. Biology classes experimenting with reading. Journal of Reading, 1978, 22, 6-7.
Weinberg, J. Reading in specific subjects. Boston: Houghton Mifflin Company, 1975.

Directions for Presentation

OVERVIEW

Textbooks are selected to provide students with important information on a given subject. Mastery of the specialized content in the textbook aids students in the application of the knowledge and also provides a resource for future reference. Instructors in every subject area need to develop skills to assist students in gaining the essential information from the textbook.

This session will present techniques that can be used to make the reading of textbooks more meaningful.to students. Because they are unfamiliar with the technical, unique vocabulary and concepts, most students find that subject matter textbooks are more difficult to read than books which tell a story.

The experience provided in this session is intended to alert instructors to the necessity of providing students with a purpose for reading and to the importance of teaching technical vocabulary before requiring a reading assignment.

This session can be divided into two parts as follows:

Part I: Participants become aware of the necessity to provide a purpose for reading and introducing technical vocabulary.

Part II: Participants examine one method for teaching technical vocabulary introduced in textbooks.

INTRODUCTION

Paraphrase:

When using a textbook, understanding the unfamiliar words and knowing why the information provided is important increases learning.

Reading with a purpose is an efficient and productive learning method. Students who read with a purpose think about what they are reading rather than merely receiving information. Materials may be read differently if students know ahead of time specific terms and concepts to look for during their reading. In order to grasp the meaning of a reading and later be able to apply it, they must also know informational vocabulary words.

PART I:

Distribute Handout #1: Observation Experiment Worksheet

Explain activity.

1. Observe room for 1 minute.
2. Read questions.
3. Participants read and answer questions.

Allow 2 minutes for completion of activity.

1. Have participants look around the room for 1 minute and remember everything they think is important.
2. Read the following questions and have participants record their responses on the top half of Handout #1.

1. How many chairs are in the room?
2. How many windows are in the room?
3. How many doors are in the room?
4. How many light fixtures are in the room?
5. Is there an American flag in the room?

Have participants read all the questions on the bottom half of Handout #2 and answer the questions.

Discuss using the questions provided.

Lead the participants to recognize the value of assisting students in establishing a purpose before reading.

Discuss the results of the two activities using the questions below:

1. Why was the first task difficult?
   a) Did not know what to look for.
   b) There were too many things to remember.
   c) Did not know what was important.

2. Why was the second task easier?
    a) Questions were available to refer to.
    b) Knew immediately what to count.

3. How does this activity relate to the reading of your textbook?
    a) Knowing the purpose of reading assignments leads to more efficient learning.
    b) Students need assistance in determining the purpose of a reading assignment.

Paraphrase:

To maximize learning, instructors must teach students technical or unfamiliar terms before making reading assignments.

Another major responsibility of any content instructor is to acquaint students with the meaning of the technical vocabulary associated with the field. Teachers of any subject area should compile a list of content terms whose meanings are either only partly familiar or completely unknown to students. Clarification of technical vocabulary can make reading more significant and beneficial for students.

Explain activity.

1. Read each sentence.
2. Ask participants to explain the meaning of each sentence.
3. Share the field from which the terminology in each sentence is used:
    a) Sentence #1 - printers
    b) Sentence #2 - air controllers
    c) Sentence #3 - horse breeders
    d) Sentence #4 - archeologists

Allow 5 minutes for the completion of the activity.

Read, one at a time, the following four sentences taken from Dorothy Piercey's book, Reading Activities in Content Area. Ask participants to interpret the meaning of each sentence:

1. He paid the Roman and relegated it to the Dellbox.

2. We will only be able to shoot TACAN at our destination.

3. It takes know-how to distinguish between an overo and a tobiano.

4. They headed for the tell, hungry to start on what was to be their dailv diet for the next five years.

Discuss using the questions given.

Lead the participants to recognize the need to help students cope with the specialized language in their fields.

Discuss using the questions provided below:

1. Did you have difficulty coping with the language of some of the sentences?
2. What kind of comprehension did you have?
3. What made this activity difficult for you?

PART II

Paraphrase:

The most frequent method of introducing vocabulary is the word list. Students are told to look up the definition of the word, to write a sentence for each word, and to prepare for a test.

There are several methods for teaching vocabulary to students. One of the most frequently used is the word list. Instructors often hand out dittoed word lists with this comment, "You will need to know the meanings of these words if you are going to understand this new material. Look up these words in the dictionary (or glossary), write down the definitions, and write a sentence with each word. Memorize each word well because we will have a test over them on Friday."

Discuss:

Emphasize that this method does not usually ensure retention or application.

Allow no more than 1 minute for discussion.

How long do students usually remember the words they learn in this way?

Distribute Handout #2: Methods for Teaching Vocabulary

Paraphrase:

One method is to give a pretest. The steps for this method are:

1. Identify all new key words.

Giving a pretest has proven to be successful for teaching vocabulary in specific subject areas. This technique includes the following:

1. Identify the key words to be taught for a specific topic or skill.

2. Give pretest.	2. Give the students a pretest over the words to determine how much knowledge of the words they already have.
3. Discuss the meaning of the words using familiar examples.	3. Discuss the word with the students using a method such as "Talk Through." With this method the instructor uses examples, models, diagrams, demonstrations, and questions to stimulate responses relating to students' everyday lives to help them understand the meaning of the new vocabulary words.
4. Assign the chapter to be read.	4. Assign the chapter to be read.
5. Give a review test.	5. Give a review test similar to the pretest to see how well the students have mastered the new vocabulary words.
Refer to Handout #2.	Handout #2 includes several methods for your consideration. Examine each method, try it out, and decide which meets your needs.

FOLLOW-UP ACTIVITY

Explain activity. Schedule a sharing session.	Use at least one of the methods for teaching vocabulary explained in Handout #2. Analyze the results and have the students comment on the activity. Share the outcomes at a meeting with other instructors.

SUMMARY

Show Transparency A: A Proverb	This proverb reiterates the need for instructors to show students how to use the textbook as a learning tool.
Paraphrase:	
Learning how to deal with printed language aids students	Students who learn how to deal with the language of a certain subject

in obtaining new information throughout life. This skill also contributes to the development of problem-solving and decision making abilities.

matter will continue their learning for a lifetime. Students who become skilled in understanding printed materials will become adults who can solve problems and make decisions.

EVALUATION

Distribute the Evaluation Form.

Participants are to evaluate the session by responding to the questions on the form provided.

OBSERVATION EXPERIMENT WORKSHEET
ACTIVITY #1

1.

2.

3.

4.

5.

ACTIVITY #2

1. How many electrical outlets and switches are in the room? ____________

2. How many bulletin board areas are in the room? ____________________

3. How many desks or tables are in the room? _________________________

4. In what direction does the room face? _____________________________

5. How many drawer and door handles/knobs are in the room? ____________

Using the Textbook as a Learning Tool: Handout #2

METHODS FOR TEACHING VOCABULARY

I. Identify all new key words.

II. Give a pretest - Example:

Match the word with the definition. Write the letter of the correct definition next to each word.

1. pulley ____________
2. element ____________
3. compass ____________
4. liquid ____________
5. neon ____________
6. fulcrum ____________
7. eclipse ____________
8. solid ____________
9. conductor ________
10. ecology ____________

a. point on which a lever or crowbar turns
b. something that flows
c. has definite shape
d. part of biology or study of environment
e. kind of matter
f. something that carries electricity
g. moon hides the sun
h. makes work easier
i. tells direction
j. a gas

III. Discuss the meaning of words using familiar examples.

A. Talk Through: Use examples, models, diagrams, demonstrations, and questions to stimulate responses relating to students' everyday lives to help them understand the meaning of the new vocabulary words.

B. Who Dreamed That Word Up? An unknown word or new word is compaired with an amusing story concerning its origin. Example:

In Italy moneylenders used to set up benches in the marketplace at which they conducted their business. The Italian word for bench is "banca." If a financial tender went out of business, he literally broke his bench as a symbol that he no longer was in business. The Latin word for break is "ruptura": thus "banca" + "ruptura" equals BANKRUPT.

SOURCES OF WORD HISTORIES

Asimov, I. Words from history. Boston: Houghton Mifflin Company, 1968.

Asimov, I. *Words from myths*. Boston: Houghton Mifflin Co., 1961.
Asimov, I. *Words of science*. Boston: Houghton Mifflin Co., 1959.
Asimov, I. *Words on the map*. Boston: Houghton Mifflin Co., 1962.
Blumberg, D. R. *Whose what?* New York: Holt, Rinehart and Winston, 1973.
Evans, B. *Dictionary of mythology*. Lincoln, NB: Centennial Press, 1970.
Funk, W. J. *Word origins and their romantic stories*. New York: Funk and Wagnalls, 1950.

C. *Buddy Vocabulary Words*: The teacher presents all the key words for a particular unit of work. These are listed on the board and students copy each word on a 3x5 index card. Instead of each student working on the vocabulary cards alone, as is the custom, the students work in pairs. Buddies help each other master troublesome words. One becomes the instructor while helping the buddy learn the words. Then the other buddy becomes the instructor.

Each buddy makes two-sided cards for the words she/he is to learn. She/he writes the sentence in which she/he found the word and underlines the word. (The emphasis is on words in context, not in isolation.) Next she/he writes the phonetic spelling. This is Side 1.

On the other side of the card (Side 2) the student again prints the sentence, underlines the word, adds the phonetic spelling. In addition, she/he writes a meaning for the word. This side will be seen by her/his buddy.

The buddy approach to vocabulary card study includes the following unique features:

1. Learning takes place on both sides of the card. The students are learning their own words, and the buddy, from exposure to Side 2, learners incidentally as she/he role-plays the instructor.

2. All students in a class find some words that are unknown to them.

3. Peers can use methods and techniques with each other that would be inappropriate for a teacher to use.

4. As they interact buddies learn to deal with each other as human beings.

5. The teacher demonstrates that vocabulary building is a lifelong activity.

IV. Assign the chapter to be read.

V. Give a review test.

A PROVERB

IF YOU GIVE A MAN A FISH,
HE WILL HAVE A SINGLE MEAL;
IF YOU TEACH HIM HOW TO FISH,
HE WILL EAT ALL HIS LIFE.

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Individualizing Instruction: IEP's and Instructional Objectives

Objective:

To write measurable instructional objectives which implement the annual goals of the individual instructional programs (IEP's) for special needs students.

Time Required For Presentation: 30 - 60 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 15 minutes
Optional Activity - 30 minutes

Equipment Needed:

Overhead projector, screen, blank transparency, and transparency marker

Materials To Be Duplicated:

Presession Packet (See Presession Preparation)
Handout #1, #2, #3
Transparency A, B, C, D

Packet Contents:

Directions for Presentation
Presession Packet - Instructional Objectives Pretest
Transparency A - Benefits of Writing Instructional Objectives
Transparency B - How to Prepare an IEP
Transparency C - Essential Parts of an Instructional Objective
Transparency D - Practice in Writing Instructional Objectives
Handout #1 - How to Prepare an IEP and Instructional Objectives
Handout #2 - Sample Instructional Objectives for a Student's IEP
Handout #3 - Assignment Sheet

Resources And References:

Wheeler, A.H., & Fox, W.L. A teacher's guide to writing instructional objectives. Lawrence, KS: H & H Enterprises, Inc., 1972.

VIMCET Associates, Educational Objectives. P.O. Box 24714, Los Angeles, California, 90024: 1967.

Directions for Presentation

OVERVIEW

According to PL 94-142, all students identified as having special needs must have an Individualized Educational Program (IEP) on file in the school district. While several district personnel are involved in writing the IEP, the teachers are most directly involved in implementing the plan and evaluating student progress. Therefore, teachers must be able to interpret the annual goals specified in the IEP and devise individualized instructional plans for the special needs students in their classes. Skill in writing instructional objectives is an important tool in accomplishing this task. Therefore, this session is designed to outline pertinent information on IEP's and instructional objectives as two useful tools in individualizing instruction. The importance of writing instructional objectives which are relevant to the specific classroom curricula is also emphasized.

This session is divided into three parts as follows:

Part I: Participants examine a seven-step model for preparation of an IEP.

Part II: Participants examine procedures for writing instructional objectives and engage in a guided practice activity. If the majority of the participants score 90% on the pretest, modify this section to provide less guided practice.

Part III: Participants apply the skill of writing instructional objectives to a specific annual goal for the IEP of a sample student.

PRESESSION PREPARATION

Write an announcement memo and distribute the Instructional Objective Pretest.	Write a memo to all participants announcing the scheduled inservice session and attach the Instructional Objective Pretest. Instruct the participants to complete the pretest and return it to the session presenter prior to the session.
Analyze the correctness of participant responses using the answer key provided.	As the pretests are returned, analyze the correctness of participant responses using the following answering key:

PRETEST ANSWER KEY

Instructional objectives containing the three critical components are:

#2, 8, 11, 13, 15, 19:

INTRODUCTION

Show Transparency A:
Benefits of Writing
Instructional Objectives

Paraphrase:

The PL 94-142 requirement of writing IEP's for all identified special needs students gives added importance to writing measurable instructional objectives. To be useful they must be:

1. Relevant to the student's needs.
2. Compatible with the curriculum.
3. Written to identify specific skills for information to be taught.

When instructional objectives are mentioned many teachers respond with "I just don't have time to get bogged down in writing them." However, with the passage of PL 94-142, the Education Act for Handicapped Children, school districts are required to have individual educational programs (IEP's) for each identified special needs student being served. Teachers must ultimately implement these programs and assess student progress. Therefore, while writing instructional objectives is time consuming, they can be important tools in implementing students' IEP's. They can be useful, if they are:

1. Relevant to the students' needs.
2. Compatible with the curriculum.
3. Written to identify specific skills for information to be taught.

Instructional objectives also help teachers to:

1. Implement individualized instruction.
2. Assess student progress.
3. Recognize and establish instructional priorities.
4. Increase opportunities for successful teaching.
5. Avoid the trap of activities dictating goals.
6. Select more appropriate materials and activities.

Instructional objectives can also directly aid in assessing student progress because they specifically describe in measurable terms the desired performance criteria. Instructional objectives also can help teachers:

1. Implement individualized instruction.
2. Assess student progress.
3. Recognize and establish priorities.
4. Increase opportunities for successful teaching.
5. Avoid the trap of activities dictating goals.

7. Report student progress.
8. Reduce instructional planning time.
9. Prepare specialized units of instruction.
10. Prepare and evalute IEP's.

6. Select more appropriate materials and activities.
7. Report student progress.
8. Reduce instructional planning time.
9. Prepare specialized units of instruction.
10. Prepare and evalute IEP's.

Return pretests and explain the significance of scores. Explain that the components of an instructional objective will be reviewed in detail during the session.

The way in which instructional objectives are written determines how useful they are to the delivery of classroom instruction.

You have all taken a pretest on instructional objectives which will be returned to you shortly. Try not to be overly concerned about your score, since the components of instructional objectives will be reviewed in detail later in the session. Also, those who scored below 80% will be given specific instructions for the follow-up activity.

PART I

Paraphrase:

Instructional objectives and the IEP model will be reviewed as useful tools in individualizing instruction.

The IEP is a plan for individualized special services for identified special needs students.

However, identified special needs students will be enrolled in regular classes due to the "Least Restrictive Environment" mandate of PL 94-142.

Individualizing instruction increases the chances for successful achievement for special needs students.

Since instructional objectives are useful in preparing IEP's and since the IEP provides a model for individualizing instruction, the preparation of an IEP will be reviewed briefly.

The IEP is an individualized instructional plan for identified special needs students. It describes the special services that students are to receive. Because of the "Least Restrictive Environment" mandate in PL 94-142, many identified special needs students who are receiving special education services will also be enrolled in regular classes. Individualized instruction is the key to achievement for special needs students. In addition, the IEP can also be useful to regular educators when it is used as a

The IEP provides a model for individualizing instruction for all students-not just special needs students.

Show Transparency B: How to Prepare an IEP.

Distribute Handout #1: How to Prepare an IEP and Instructional Objectives

Paraphrase:

The basic steps in preparing an IEP are as follows:

1. Assess and specify present performance.
2. Make annual goals.
3. State short-term objectives.
4. Specify evaluation of objectives.
5. Specify services - special and regular education.
6. Set time limits.
7. Schedule review.

planning model for providing individualized instruction for all students.

The following are the basic steps in preparing an IEP. However, they do not include the administrative preparation requirements such as who must be involved in IEP decisions, etc. The steps in IEP preparation are as follows:

1. Assess and specify present levels of student's educational performance.
2. Determine priority needs and state these as long-term or annual goals.
3. State short-term instructional objectives.
4. Specify objective criteria and evaluation procedures for determining whether the short-term objectives are being achieved.
5. Specify special education and related services student will receive and the extent to which the child will be able to participate in regular education programs.
6. Specify beginning and projected completion dates for each program.
7. Schedule at least an annual review of the student's progress toward meeting short-term objectives.

	An outline of these steps has been included in Handout #1 for your future reference.
PART II Show Transparency C: Essential Parts of an Instructional Objective	
For teachers the core of the IEP is:	From an instructional point of view, the core of the IEP is:
1. Preparation of the short-term objectives.	1. The preparation of short-term objectives.
2. Specification of criteria for evaluating achievement of the objectives.	2. The specification of criteria for evaluating whether or not these objectives are being achieved.
Short-term objectives stated as instructional objectives already have the evaluation criteria built in.	If short-term objectives are stated as instructional objectives, the evaluation criteria are built-in. The essential parts of a instructional objective are:
The essential parts of an instructional objective are:	
1. Behavior.	1. Behavior - The central part is the identification of the desired student behavior in observable terms. When writing an objective, start with the statement of the desired student behavior. Ask yourself, "What do I want the student to do?" Always state the behavior in observable terms so that any observer can agree on whether or not it has occurred.
2. Conditions.	2. Conditions - The behavior is further defined by stating the conditions under which the behavior is expected to occur. Ask yourself, in what situations or under what given conditions do I expect the student to perform? What will be given or what will be withheld in terms of equipment, materials, teacher support, etc.?

3. Criterion.

3. Criterion - The criterion describes or states the mastery level at which the student must perform. Ask yourself, how well do I expect the student to perform or what will I accept as successful performance? Some type of statement of criteria or standard is necessary to determine if the objective has been met. It is usually easier to read if the condition is written first.

Refer to the Instructional Objectives section of Handout #1.

To ensure that all important parts of the objective are included, always ask yourself the questions just discussed. The Instructional Objectives section of Handout #1 is provided as a reference as you develop instructional objectives for your classes.

Show Transparency D: Practice in Writing Instructional Objectives

Explain the activity by reading the instructions provided.

If the majority of the participants have scored 90% or above on the pretest present only exercise #3.

Introduce the activity by reading the following instructions:

1. Excerise #1 - Here is an example of an instructional objective which includes all three essential parts. The behavior part has been identified and placed in the correct box. In excercise #1 identify the condition and criterion. (Elicit the answers from participants and write the answers on Transparency D.)

Answer:

Given a schematic diagram

+

the student will identify the parts of a plant

+

with 100% accuracy

2. Exercise #2 - In exercise #2, the criterion part has been identified and placed in the correct box. Identify the condition and behavior. (Elicit the answers from participants and write the answers on Transparency D.)

Answer:

From word problems

+

the student will perform 3-digit multiplication

+

correctly on 95% of the problems presented

3. Exercise #3 - In exercise #3 identify all essential parts. (Elicit the answers from participants and write the answers on Transparency D.)

Answer:

After reading chapter 1 of the text

+

the student will list the five major ideas presented

+

with 100% accuracy

PART III

Distribute Handout #2: Sample Instructional Objectives for a Student's IEP

Explain the activity by reading the instructions provided.

Introduce the activity by reading the following:

Allow 2 minutes for reading and comparing objectives.

Allow 1 minute for discussion of comparison.

1. Exercise #1 -

a. In Handout #2, the following annual goal from an IEP is presented:

To increase computational math and budgeting skills for independent living.

b. The short-term instructional objectives have also been stated as written by the student's special-class and regular-class teachers. Read the objective for each class and notice that:
   i) The regular-class objectives are more general and relate to the course curriculum as well as to the student's needs.
   ii) The special-class objectives are very specific to the student's needs but reinforce and complement the regular-class objectives.

c. Other objectives could have been written for this goal and the objectives could have been stated differently. However, the primary concern is that the objectives relate directly to the specific learning needs of the student, given his/her individual strengths and weaknesses.

Allow 5 minutes for writing the short-term objectives.

2. Exercise #2 -

a. Examine annual goal #2 for the same student:

To demonstrate a cooperative attitude toward class work and classroom expectations.

b. After reading the short-term objectives given for the regular and special class, write two more appropriate short-term objectives for each. Include all three essential parts of an instructional objective and be sure that the special-class objectives reinforce and complement the regular-class objectives.

Elicit sample objectives from participants.

Discuss the appropriateness of each objective using the questions provided.

The following objectives may serve as examples:

Example #1 - for regular and special class:

When given assignments to complete in class, the student will work on and complete all assignments before spending time on other activities.

Example #2 - for regular and special class:

Given a typed copy of classroom expectations, the student will comply with prescribed standards with no more than one instance of noncompliance per week.

Allow 5 minutes for discussion.

c. Elicit two samples of the regular class objectives and the corresponding special-class objectives from the participants' responses. Using the blank transparency, write each pair of samples on the transparency and discuss each using the following questions:

   i) Are the objectives correctly written. (Place each essential part of each objective in a box. Have the group suggest changes if corrections are necessary.)

   ii) Does the regular-class objective relate to regular-class goals and curriculum?

   iii) Does the special-class objective reinforce and complement the regular-class objectives?

   iv) Are both objectives directly related to the special learning needs of the student as stated in annual goal #2.

OPTIONAL ACTIVITY

Refer to Handout #1, p. 2

Explain the activity.

Allow 15 minutes for writing objectives.

Using Handout #1, p. 2, instruct participants to:

1. Think of one annual goal for a problem learner in their class. Examples of a problem might include difficulty in:

a) Understanding and application of specific course content.
b) Written communication.
c) Demonstrating competency in specific course skills.
d) Interpersonal and social skills.

2. Write three (3) short-term objectives for each annual goal.

Provide assistance as requested and share participant suggestions.

Provide individual help and supervision to participants during the writing process. Answer questions and share ideas offered by other participants.

Allow 15 minutes for sharing annual goals and objectives and analyzing correctness.

Have participants:

1. Share annual goals and corresponding objectives.
2. Analyze the objectives for correctness.

SUMMARY

Paraphrase:

Instructional objectives are key components of IEP's. They aid teachers in:

1. Implementing the IEP.
2. Assessing student progress.

From an instructional viewpoint, instructional objectives are the key components of the IEP. Although time consuming, they are extremely useful to the teacher in implementing an individualized instructional plan for students as well as for assessing student progress.

FOLLOW-UP ACTIVITY

Distribute Handout #3: Assignment Sheet

Using Handout #3 have participants:

Explain the assignment.

1. Select two students in their class.
2. Write an annual goal for the content area and write no less than three short-term instructional objectives for each student selected.

Schedule a sharing session.

3. Share annual goals and short-term objectives at a sharing session the following week.

Explain the arrangements for participants who scored less than 80% on the pretest.	Announce that participants who scored less than 80% on the pretest should have the session presenter check their goals and objectives before the sharing session.

EVALUATION

Distribute Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

INSTRUCTIONAL OBJECTIVES PRETEST

NAME________________________________

Place an X next to the instructional objectives which are properly stated.

___1. The student will grasp the significance of the Treaty of Versailles.

___2. The student will have an attitude favorable to English grammar indicated by appropriate positive responses to all items on a questionnaire.

___3. The student will know six verbs.

___4. The student will learn the names of the common tools in wood shop.

___5. The teacher will list three major causes of the Civil War on the chalkboard.

___6. The student will know the important battles of World War I.

___7. The student will prefer cooking to sewing.

___8. The student will be able to correctly thread a sewing machine, given the necessary equipment and materials.

___9. The student will pay attention as the teacher demonstrates the use of the lathe.

___10. The student will be able to develop a sense of the cultural unity of man.

___11. The student will correctly list and describe the themes of four of Shelley's poems, given copies of the poems.

___12. The student will develop interest in leisure sports.

___13. The student will indicate a desire to learn more history by volunteering to present an extra oral report, when the teacher asks for volunteers.

___14. The student will describe with understanding five concepts treated in the text.

___15. The student will correctly solve without help all of the story problems presented.

___16. The student will accurately learn the best known works of Voltaire.

___17. The teacher will help the class to solve algebra problems correctly.

___18. The student will appreciate the key importance of algebraic approaches.

___19. The student will include 10 supporting facts in a written persuasive paragraph on a topic of the student's choice.

___20. The student will become familiar with how to write an essay using no reference but personal experience.

BENEFITS OF WRITING INSTRUCTIONAL OBJECTIVES

INSTRUCTIONAL OBJECTIVES HELP TEACHERS:

1. IMPLEMENT INDIVIDUALIZED INSTRUCTION
2. ASSESS STUDENT PROGRESS
3. RECOGNIZE AND ESTABLISH INSTRUCTIONAL PRIORITIES
4. INCREASE OPPORTUNITIES FOR SUCCESSFUL TEACHING
5. AVOID TRAP OF ACTIVITIES DICTATING GOALS
6. SELECT APPROPRIATE MATERIALS AND LEARNING ACTIVITIES
7. REPORT STUDENT PROGRESS
8. REDUCE INSTRUCTIONAL PLANNING TIME
9. PREPARE SPECIALIZED UNITS OF INSTRUCTION
10. PREPARE AND EVALUATE IEP'S

HOW TO PREPARE AN IEP

1. ASSESS AND SPECIFY PRESENT PERFORMANCE
2. STATE ANNUAL GOALS
3. STATE SHORT-TERM OBJECTIVES
4. SPECIFY EVALUATION OF OBJECTIVES
5. SPECIFY SERVICES - SPECIAL AND REGULAR EDUCATION
6. SET TIMELINES
7. SCHEDULE REVIEW

ESSENTIAL PARTS OF AN INSTRUCTIONAL OBJECTIVE

CONDITION	+	BEHAVIOR	+	CRITERION
IN WHAT SITUATIONS OR UNDER WHAT GIVEN CONDITIONS DO I EXPECT THE STUDENT TO PERFORM?	+	WHAT DO I WANT THE STUDENT TO DO?	+	HOW WELL DO I EXPECT THE STUDENT TO PERFORM OR WHAT WILL I ACCEPT AS MASTERY PERFORMANCE?

PRACTICE IN WRITING INSTRUCTIONAL OBJECTIVES

EXERCISE #1

CONDITION	+	BEHAVIOR	+	CRITERION

THE STUDENT WILL IDENTIFY WITH 100% ACCURACY THE PARTS OF A PLANT GIVEN A SCHEMATIC DIAGRAM.

	+	THE STUDENT WILL IDENTIFY THE PARTS OF A PLANT	+	

EXERCISE #2

ON 95% OF THE PROBLEMS PRESENTED, THE STUDENT WILL CORRECTLY PERFORM 3-DIGIT MULTIPLICATION FROM WORD PROBLEMS.

	+		+	CORRECTLY ON 95% OF PROBLEMS PRESENTED

EXERCISE #3

AFTER READING CHAPTER 1 IN THE TEXT, THE STUDENT WILL LIST THE FIVE MAJOR IDEAS PRESENTED WITH 100% ACCURACY.

	+		+	

Individualizing Instruction: IEP's and Instructional Objectives: Handout #1

HOW TO PREPARE AN IEP

1. Assess abd specify present levels of student's educational performance.
2. Determine priority needs and state these as long-term or annual goals.
3. State short-term instructional objectives.
4. Specify objective criteria and evaluation procedures for determining whether the short-term objectives are being achieved..
5. Specify special education and related services student will receive and the extent to which the child will be able to participate in regular education programs.
6. Specify at least an annual review of student progress in meeting short-term objectives.
7. Schedule at least an annual review of student progress in meeting short-term objectives.

INSTRUCTIONAL OBJECTIVES

I. Definition

A instructional objective is a statement of a desired learner outcome written in terms of observable and measurable behaviors. A behavior is observable if it can be seen or heard, and if objective observers agree on whether or not it has occurred. A behavior is measurable if it can be counted or timed.

II. Uses of Instructional Objectives

Instructional objectives help teachers:

1. Implement individualized instruction. Write or select objectives appropriate to curriculum and student needs.
2. Assess student progress. Criterion for determining mastery are built-in objectives.
3. Recognize and establish instructional priorities regarding curriculum and student needs.
4. Increase opportunities for successful teaching. Being clear about what you plan to teach enhances the teaching process.
5. Avoid the trap of beginning instructional planning by specifying activities and allowing those activities to dictate goals and objectives.
6. Select more appropriate instructional materials and structure learning activities which are tailor made to meet identified learner needs.

7. Report student progress to parents, teachers, students, and others. Mastery deficits can be easily determined.
8. Reduce instructional planning time, once objectives have been established.
9. Prepare specific units of instruction.
10. Prepare and evaluate individualized education programs (IEP's).

III. How to Write an Instructional Objective

Condition	+	Behavior	+	Criterion
In what situations or under what given conditions do I expect the student to perform?	+	What do I want the student to do?	+	How well do I expect the student to perform or what will I accept as mastery performance?

IV. Practice Exercises

Exercise #1 - The student will identify with 100% accuracy the parts of a plant given schematic diagram.

Given a schematic diagram	+	the student will identify the parts of a plant	+	with 100% accuracy

Exercise #2 - On 95% of the problems presented, the student will correctly perform 3-digit multiplication from word problems.

From word problems	+	the student will perform 3-digit multiplication	+	correctly on 95% of problems prestented.

Exercise #3 - After reading Chapter 1 of the text the student will list the five major ideas presented with 100% accuracy.

Chapter 1 of the text	+	will list five major ideas presented	+	100% accuracy

Exercise #4 - (To be used for the Optional Activity).

Annual Goal for Problem Learner:

Short-Term Instructional Objectives:

1.

2.

3.

SAMPLE INSTRUCTIONAL OBJECTIVES FOR A STUDENT'S IEP

Annual Goal I:

To increase computational math and budgeting skills for independent living.

Short-Term Instructional Objectives for Annual Goal I

Regular Class Objectives:

1. To correctly compute price discounts when given a price with a specific discount percentage.
2. To correctly compute interest charges when given an interest rate.
3. To correctly design and maintain a monthly expense budget when given a salary, budget categories, and percentage of dollar allocations for each category.
4. To correctly keep a running checkbook balance, when given an itemized list of deposits and an itemized list of checks.
5. To correctly balance a checkbook when given a monthly bank statement.
6. To correctly read and define in daily usage the vocabulary words related to budgeting such as debit, credit, expenditure, balance, recreation, housing, food, travel, utilities, etc.
7. To calculate basic computational math problems with 100% accuracy, using a calculator.

Special Class Objectives:

1. To correctly demonstrate comparative shopping skills using discounts, sales, comparison of brands, stores, etc. through specifically designed field-trip experiences.
2. To correctly demonstrate skill in reading labels and selection of the most appropriate product when presented with five different labels of one type of product.
3. To correctly apply through periodic practice assignments the budgeting skills outlined in regular class objectives #1 thru #6.
4. To practice basic computational math using a calculator until 100% accuracy is achieved.
5. To demonstrate with 100% accuracy the ability to write checks for amounts to $2,000.00

Annual Goal II:

To demonstrate a cooperative attitude toward class work and classroom expectations.

Short-Term Instructional Objectives for Annual Goal II

Regular Class Objectives:

1. When given an assignment, the student will turn in the completed assignment within the prescribed time.

2.

3.

Special Class Objectives:

1. When given an assignment in the regular class, the student will inform the special class teacher of the assignment and correctly outline a time schedule for completion for approval by the special class teacher.

2.

3.

Individualizing Instruction: IEP's and Instructional Objectives: Handout #3

ASSIGNMENT SHEET

IEP For Student #1

Annual Goal:

____

____

Short-Term Instructional Objectives*:

1. ____
   ____
2. ____
   ____
3. ____
   ____

IEP For Student #2

Annual Goal:

____

____

Short-Term Instructional Objectives*:

1. ____
   ____
2. ____
   ____
3. ____
   ____

*Note: More than three (3) objectives per student may be written if desired.

Methods and Materials

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Adapting Printed Materials to Meet Individual Needs

Objective:

To adapt printed materials to accommodate the individual needs of special needs students.

Time Required For Presentation: 30 minutes

Part I - 10 minutes
Part II - 20 minutes

Equipment Needed:

Overhead projector and screen, translucent felt-tip marker

Materials To Be Duplicated:

Handouts #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Techniques for Adapting Printed Materials
Handout #2 - Adaptation Activity Worksheet
Transparency A - Sample Adaptation - Paraphrasing and Spacing
Transparecny B - Sample Adaptation - Telegraphic Titles
Transparency C - Sample Adaptation - Captions and Highlighting

Resources And References:

Stauffer, R. G., & Berg, J. H. Communication through effective reading. Haddonfield, NJ: Learn, Inc., 1973.

Thiaganam, S., Semmel, D. S., & Semmel, M. I. Instructional development for training teachers of exceptional children: A source book. Reston, VA: Council for Exceptional Children, 1974.

Adapting Printed Materials to Meet Individual Needs

Directions for Presentation

OVERVIEW

Often available instructional materials are not suitable for many of the students who are expected to use them. Materials which are too lengthy, complicated, wordy, etc., to be appropriate for a given student can be revised through the use of one or more adaptation techniques. This session presents ideas which can be used by the teacher to make instructional materials more suitable for special needs students. The application of these techniques is essential for the achievement of the special needs student in the classroom.

The session is divided into two parts as follows:

Part I - Participants examine practical techniques for adapting existing classroom materials.

Part II - Participants apply the materials adaptation techniques presented to a specific special needs student.

PRESESSION ARRANGEMENTS

Complete the activity as described.

Since Transparency C, used in Part II of this session, illustrates the use of highlighting with a translucent felt-tip pen, use the felt-tip pen to highlight the underlined words before displaying transparency.

INTRODUCTION

Paraphrase:

Adapting existing materials is effective and less time consuming.

It is less time consuming and simpler to adapt existing materials than to create or rewrite materials. Regular classroom texts, guides, and worksheets can often be successfully adapted to suit the needs of the special learner who is experiencing difficulty with textual materials.

PART I - Techniques for Adapting Materials.

Distribute Handout #1: Techniques for Adapting Printed Materials

Paraphrase:	There are many techniques for adapting printed materials. Several of the most practical and least time consuming will be presented in this session.
Techniques for adapting printed materials include:	
1. Convert print to audio-tape.	The simplest adaptation is to convert the printed page to an audio-tape. If the student can comprehend the material by hearing it, audio-tapes provide an appropriate adaptation.
2. Highlight main ideas.	Another adaptation can be readily accomplished through highlighting the main ideas and concepts you want the student to gain from the material. Highlighting can be done by: a) using a translucent highlighting felt-tip pen. b) underlining. c) deleting nonessentials with a dark felt-tip pen.
3. Cut-and-paste revision.	A time-saving technique which is often overlooked by secondary-level teachers is the cut-and-paste revision. Only the main ideas or specific content needed are cut from a xeroxed copy of the original text and pasted on separate sheets of paper. Or, if two expendable copies of the text are available the original text can be used. This technique offers the teacher a number of advantages, including: a) Sequential units can be arranged to suit the need. b) Additional headings can be inserted to facilitate organization and retention of ideas.

	c) Small segments can be presented singly to facilitate early success and minimize the feeling of being overwhelmed by the size of the task. d) Nonessential distracters can be removed, such as complicated charts, illustrations, colors, or other potentially confusing elements. e) Time can be saved with this process as compared with having to develop new materials or rewrite old ones. f) Effectiveness can be increased by photocopying the revised product, thereby eliminating the "patched-up" appearance.
4. Translate into graphic aids.	The printed word can be translated into graphic aids which can be represented by: a. charts b. graphs c. maps d. illustrations e. mock-ups f. models g. real objects and materials
5. Reorganize and sequence logically.	Reorganization of materials can be done to facilitate learning. Logical sequencing of ideas, tasks, or directions should be given careful attention so the student can use "chaining." "Chaining" involves attaching one idea to the next by a logical linkage. This strategy facilitates memory.
6. Use advance organizers.	Sometimes existing materials can be used "as-is" if advance organizers are used to prepare the student for using the materials. Pre-organizing strategies include: a. outlines b. study guides

c. key questions
d. special vocabulary definitions
e. background information
f. chapter summaries
g. stated objectives
h. pretests

7. Rewrite materials.

Because a considerable time investment is required, rewriting textual material should be undertaken only when other suitable materials are not available.

The purpose of rewriting is to simplify. Simplification can be accomplished through adapting any or all of the following:

1. vocabulary
2. length of sentences
3. complexity of sentences
4. length of paragraphs
5. complexity of paragraphs
6. format
7. size of print
8. placement on page

8. Provide for closure.

Special attention should be given to the length and complexity of the units submitted to the special learner. A common obstacle to motivation in learning is the lack of closure. When a student can see how the unit fits into a framework of ideas and can experience successful completion within a reasonable length of time, she/he is more likely to enter the learning experience with a positive attitude.

Special learners usually require smaller units of instruction initially and need to know that they can complete a unit within a specified and foreseeable length of time.

9. Include a feedback system.

Another important factor to be considered in adapting materials for special learners

	is the inclusion of systematic feedback. Special learners with a history of non-success benefit from immediate feedback whenever possible. Self-checking answer keys used at frequent intervals are desirable components in learning materials.
The key points to remember can be summarized as follows:	In summary, some of the key points to remember when students are having difficulty with printed materials are:
1. Adaptation takes less time.	1. Adaptation is generally less time-consuming than rewriting.
2. Converting from print to audio-tapes is the simplest.	2. The simplest adaptation is converting visual print to auditory tapes.
3. Highlighting is the quickest.	3. Highlighting provides a means of quick adaptation.
4. Cut-and-paste revision is efficient.	4. Cut-and-paste revision can be highly efficient.
5. Graphic aids are concrete.	5. Translating the printed word to graphic aids appeals to some learners because of their concreteness.
6. Reorganization offers logically sequenced learning.	6. Reorganization offers the learner a logical sequence for learning.
7. Advance organizers aid in retention and relevance.	7. Advance organizers serve as aids in retention and relevance.
8. Closure and systematic feedback ensure success.	8. Providing for closure and systematic feedback ensure successful learning.
PART II - Application Activity	
Distribute Handout #2: Adaptation Activity Worksheet	
Explain the activity by reading the instructions provided.	Introduce the activity by reading the following instructions:

1. Read over the material presented in Handout #2. Assume that this information contains some key concepts vital to the basic understanding of the course content.

2. Consider a student with the following strengths and weaknesses:

   a) Reading levels 6th-grade.
   b) Hearing is adequate.
   c) Vision blurs with small print.
   d) Ability to organize thoughts is limited.
   e) Attention span is short.
   f) Comprehension of main ideas when reading is limited.

3. Using one or more of the techniques discussed in this session, describe in writing the steps you would take to adapt the materials presented in Handout #2 to meet the needs of the student described above.

Allow 10 minutes for completion of the activity.

Show Transparency A: Sample Adaptation - Paraphrasing and Spacing,

Transparency B: Sample Adaptation - Telegraphic Titles,

Transparency C: Sample Adaptation - Captions and Highlighting

Using Transparencies A, B, and C show examples of simple adaptation techniques. Discuss techniques used by participants in the application activity. Emphasize that the adaptions must be simple for the teacher and clear to the student.

Show examples of adaptation techniques and discuss participants' adaptions. Emphasize ease in adapting and clearness in understanding.

SUMMARY

Paraphrase:

Adaptation of materials is necessary when the existing material is not appropriate for the individual needs of the student; therefore, the strengths and weaknesses of the student must always be considered. To justify the time required specific criteria must be met:

1. Only minor adaptations.
2. No suitable materials available.
3. Materials can be used for other students.

When existing materials are not suitable for an individual student's needs, adaptations can be made by using one or more of the techniques discussed here.

In adapting materials the student's strengths should be considered along with the weaknesses which make the material inappropriate for that student.

Adaptation of materials should be considered when such revision will be time effective (time investment is not out of balance with benefit derived). The following cases meet this criteria:

1. Only minor adaptations are required.
2. Other suitable materials are not available.
3. Once adapted, materials will be used with other students.

FOLLOW-UP ACTIVITY

Explain the activity using the instructions provided.

Schedule a sharing session.

Have participants:

1. Select a student encountering learning problems.
2. Examine the student's strengths and weaknesses.
3. Examine the materials in light of the student's strengths and weaknesses.
4. Adapt the material to meet the student's needs.
5. Write a brief description of the results, student attitude and performance, adaptation time required, class reaction, etc.
6. Share at a follow-up session with other participants.

EVALUATION

Distribute the Evaluation Form

Have participants evaluate the session by responding to the questions on the form provided.

Adapting Printed Materials to Meet Individual Needs: Handout #1

TECHNIQUES FOR ADAPTING PRINTED MATERIALS

1. Convert print to audio-tapes
    a. Maintain high quality sound.
    b. Determine comprehension through oral questions.
    c. Incorporate periodic breaks into each listening session.

2. Highlight main ideas
    a. Use a translucent felt-tip marker.
    b. Use underlining.
    c. Use black-out marker.

3. Cut-and-paste revision
    a. Cut out only ideas and concepts you want to present.
    b. Delete nonessential information.
    c. Supply appropriate headings.

4. Translate into graphic aids
    a. charts
    b. graphs
    c. maps
    d. mock-ups
    e. models
    f. real objects and materials
    g. illustrations

5. Reorganize and sequence logically
    a. ideas
    b. tasks
    c. directions

6. Use advance organizers
    a. outlines
    b. pretests
    c. unit questions to be answered
    d. special vocabulary definitions
    e. study guides
    f. chapter summaries
    g. chapter objectives
    h. background information

7. Rewrite materials
    a. Simplify
        i. vocabulary
        ii. graphic aids
        iii. format
    b. Reduce
        i. length of sentences
        ii. length of paragraphs
        iii. length of unit or segment

8. Provide for closure
    a. Present the material in several small units.
    b. Establish a time line for completion of assignments.

9. Include a feedback system
    a. Provide immediate feedback on performance.
    b. Include self-checking answer keys.

Adapting Printed Material to Meet Individual Needs: Handout #2

ADAPTATION ACTIVITY WORKSHEET

The Extraordinary Race Between THE HORSE AND THE PIG

by William H. Sanders

Everyone knows about the race of the Hare and Tortoise. Another strange race was a horse and a pig. This was not a fable, however. It happened in New Hampshire many years ago at the time horses and wagons were the only way to get about the countryside. Naturally much attention was given to the horses that could do this in "quick time". Nearly every farmer was raising colts and any likely colt "broken" to harness and wagon would bring a $100. in the brisk horse market. A "fast one" would bring real money, sometimes even three or even five hundred dollars. Some of the farmers did little else but talk buy and sell horses. Two-wheeled carts came into use because they were good for breaking the colts, should they shy to the side or suddenly decide to go in reverse.

Sam Dana seemed to do little else but break colts, and talk trotting horses. He was really successful with the colts. He would take a two-year old that was "halter handy" and in two weeks he was driving it around like a well-trained horse. Sam just had a way with horses. He picked up considerable cash money this way. With him it was horses, horses all the time. Seemed to be his only business. He had it all figured out how many feet a trotter would advance per second at given speeds. Farmer Colby got fed up with all this talk and said, "Look here, Sam, I have a Yorkshire pig at my place that can beat any trotter you have on a half-mile stretch. Here is a ten dollar bill to back it up." The stipulations were the horse must maintain a trot, and the place was to be measured half a mile out from Colby's farm, with the finish line at the farm. Colby was to have two weeks to train his pig. The race was set for 10:00 o'clock in the morning. There was laughter and joking around the cracker barrel, but Colby had no trouble in taking on a few side bets at high odds. Few people seemed to know the speed a half-grown pig could get up.

To train the pig, Colby put it in a crate on a "stone-boat", a low wooden sled used to pull large stones. Colby's son, with a horse, pulled the pig up to the starting place each day. It was 10:00 o'clock in the morning and the pig had not been fed. He was squealing hungry and let it be known on his ride up to the starting point. Colby let the pig out, and with a switch hustled his racer right along the home course. In the feeding trough of his pen the pig found six ears of yellow corn. The second day Colby had trouble in keeping up with his porker. The third day the pig shot out of the crate, when released and went down the road like a white streak. He was after his 100 percent golden corn. From then on Colby stationed himself along the course to see if the pig maintained his speed. He found the White Yorkshire kept his running pace until he got to the corn.

The day of the race excitement ran high and the whole countryside seemed to be there lining the roadsides. Two judges were agreed upon, one at the start and one at the finish. Colby stayed at the finish line, being mostly interested in the finish. As planned, at 10:00 A.M. the starter judge shouted "go". It was a standing start for both. The young Colby boy swung the crate door wide. The pig went forth like a white flash. The horse was so upset, it broke into a running start and a little time was lost to get him back to a trot. Twice Sam Dana got his horse up to the pig but each time he broke into a run when attempting to pass. The pounding of hoofs and rattle of wheels had no effect on the pig. Only the golden corn and a belated breakfast was on his mind. Colby's porker came over the line with thirty feet to spare. There was lots of joking, debts were paid and it was called a day. Who said the old-timers led a dull life?

The Old Farmer's Almanac, Dublin, N.H.

(Taken From: Stauffer, R., & Berg, J. H. Communication through effective reading. Haddonfield, NJ: Learn, Inc., 1973.)

SAMPLE ADAPTATION

PARAPHRASING AND SPACING

MANY YEARS AGO, IN HORSE AND WAGON DAYS, A STRANGE RACE TOOK PLACE.

Everyone knows about the race of the Hare and Tortoise. Another strange race was a horse and a pig. This was not a fable, however. It happened in New Hampshire many years ago at the time horses and wagons were the only way to get about the countryside.

THERE WAS REAL MONEY IN BREAKING COLTS TO HARNESS AND WAGON.

Naturally much attention was given to the horses that could do this in "quick time". Nearly every farmer was raising colts and any likely colt "broken" to harness and wagon would bring a $100. in the brisk horse market. A "fast one" would bring real money, sometimes even three or even five hundred dollars.

TWO-WHEELED CARTS WERE USED FOR BREAKING COLTS.

Some of the farmers did little else but talk buy and sell horses. Two-wheeled carts came into use because they were good for breaking the colts, should they shy to the side or suddenly decide to go in reverse.

SAM DANA PICKED UP A LOT OF CASH TRAINING HORSES TO DRAW WAGONS.

Sam Dana seemed to do little else but break colts, and talk trotting horses. He was really successful with the colts. He would take a two-year old that was "halter handy" and in two weeks he was driving it around like a well-trained horse. Sam just had a way with horses. He picked up considerable cash money this way.

SAMPLE ADAPTATION

TELEGRAPHIC TITLES

SAM'S HORSE SENSE

With him it was horses, horses all the time. Seemed to be his only business. He had it all figured out how many feet a trotter would advance per second at given speeds.

UPSETS COLBY.

Farmer Colby got fed up with all this talk

COLBY BETS $10--HIS PIG AGAINST SAM'S HORSE.

"Look here, Sam, I have a Yorkshire pig at my place that can beat any trotter you have on a half-mile stretch.

Here is a ten dollar bill to back it up."

RACE RULES SET.

The stipulations were the horse must maintain a trot, and the place was to be measured half a mile out from Colby's farm, with the finish line at the farm. Colby was to have two weeks to train his pig.

DAY COMES. PEOPLE LAUGH.

The race was set for 10:00 o'clock in the morning. There was laughter and joking around the cracker barrel, but Colby had no trouble in taking on a few side bets at high odds.

SAMPLE ADAPTATION

CAPTIONS AND HIGHLIGHTING

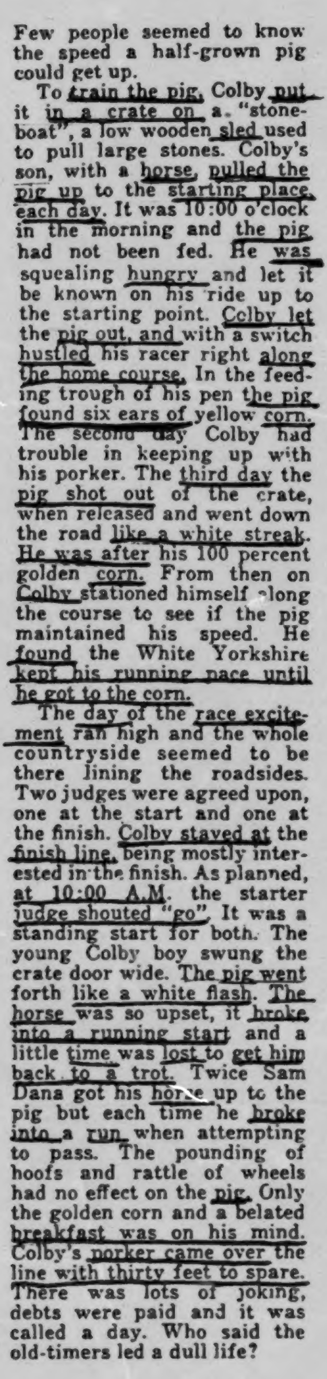
TRAINING

DAY OF RACE

PIG BOLTS.
HORSE RUNS,
MUST TROT.

PIG RUNS FOR FOOD.

PIG WINS BY 30 FEET



Few people seemed to know the speed a half-grown pig could get up.

To train the pig, Colby put it in a crate on a "stone-boat", a low wooden sled used to pull large stones. Colby's son, with a horse, pulled the pig up to the starting place each day. It was 10:00 o'clock in the morning and the pig had not been fed. He was squealing hungry and let it be known on his ride up to the starting point. Colby let the pig out, and with a switch hustled his racer right along the home course. In the feeding trough of his pen the pig found six ears of yellow corn. The second day Colby had trouble in keeping up with his porker. The third day the pig shot out of the crate, when released and went down the road like a white streak. He was after his 100 percent golden corn. From then on Colby stationed himself along the course to see if the pig maintained his speed. He found the White Yorkshire kept his running pace until he got to the corn.

The day of the race excitement ran high and the whole countryside seemed to be there lining the roadsides. Two judges were agreed upon, one at the start and one at the finish. Colby stayed at the finish line, being mostly interested in the finish. As planned, at 10:00 A.M. the starter judge shouted "go". It was a standing start for both. The young Colby boy swung the crate door wide. The pig went forth like a white flash. The horse was so upset, it broke into a running start and a little time was lost to get him back to a trot. Twice Sam Dana got his horse up to the pig but each time he broke into a run when attempting to pass. The pounding of hoofs and rattle of wheels had no effect on the pig. Only the golden corn and a belated breakfast was on his mind. Colby's porker came over the line with thirty feet to spare. There was lots of joking, debts were paid and it was called a day. Who said the old-timers led a dull life?

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Developing a Learning Activity Packet

Objective:

To design a Learning Activity Packet to be used for individualizing instruction in a specific subject area.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 10 minutes
Part IV - 5 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Participant's Booklet
Transparency A, B
Handout #1, #2
Sample LAP(s) (Obtain from different content areas)
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A - Philosophy and Advantages of the LAP
Transparency B - Answer Sheet for LAP Pretest (In back of Participant Booklet) (optional)
Handout #1 - Evaluation Checklist for A LAP
Handout #2 - Assignment Sheet
ORDER: Participant's Booklet: An Instructional Package on How to Make An Instructional Package. (Available in reproducing master or individual booklets. See Resources and References for ordering information.)

Resources And References:

Gindele, J. F., & Gindele, J. G. An instructional package on how to make an instructional package. Minneapolis, MN: EDU-PAC Publishing Co., 1972.

Order from: EDU-PAC Publishing Co., P.O. Box 27101, Dept. 78, Minneapolis, MN 55427. Pkg "L" Booklet $3.50 or Pkg "LM" Reproducing materials, $24.95.

Directions for Presentation

OVERVIEW

Individualized instruction is a major component in serving special needs students in the regular classroom. An efficient and effective approach to accommodating the wide range of individual differences is essential because of limited teacher and class time. The learning activity packet (LAP) provides a means for presenting individualized instruction in a specific content area at a specific grade level. The teacher is then free to supervise learning as it takes place simultaneously on a variety of grade levels and in more than one specific content area. Instructional planning, sequencing, and development are conducted prior to delivery of the packet, thereby allowing the teacher more time to interact with students during learning activities and to provide immediate feedback on student progress.

The information provided in this session is designed to: 1) discuss the merits and application of the learning activities packet as an additional tool for individualizing instruction; 2) describe the components of a learning activity packet; and 3) assist the participants in producing a student LAP in their content areas.

The session has been divided into four parts:

Part I: Participants identify the underlying philosophy of the LAP and the advantages of its use for individualizing instruction.

Part II: Participants become familiar with the LAP system by selecting a path and working through the handbook.

Part III: Participants examine sample LAPs and discuss the desirable features of each.

Part IV: Participants select a skill or concept in their content areas on which to develop a LAP. Guidelines for evaluating it are provided.

INTRODUCTION

Paraphrase: 1. Individuals learn, not groups.	Groups do not learn, only individuals within groups learn. Meeting the instructional needs of students with a variety of individual differences is a challenge.
2. To individualize:	Several ingredients are essential:
a) Materials must offer more than one content area and difficulty level.	1. Teachers must have instructional materials which facilitate learning in more than one content area and difficulty level at the same time.
b) Teacher must be free to manage different and varied instructional activities.	2. Class schedules must be planned to allow teachers to manage a variety of instructional activities and provide immediate feedback. The learning activity packet, or LAP, is one vehicle for achieving this goal. Its primary purpose is to capsulate, expedite, and facilitate the teaching-learning process.

PART I

Show Transparency A: Philosophy and Advantages of the LAP

Paraphrase: Students learn better if:	The use of learning activity packets is based on the philosophy that students learn better if:
1. They know what is expected.	1. They know what is expected of them through clear, measurable objectives.
2. Learning experiences are geared to their best learning modes and meet the stated objectives.	2. They engage in a set of experiences which are geared to their best learning modes (styles) and which meet the stated objectives.
3. They can demonstrate mastery.	3. They are able to demonstrate mastery.

The LAP can present one basic skill or concept adapted to unique learning needs and styles at a pace which assures mastery.	The LAP format is based on the idea that students have unique learning needs, styles, and aptitudes. One basic skill or concept can be developed through a variety of learning styles and at a pace which assures mastery.
Advantages of LAP:	The resulting advantages of the LAP for individualizing instruction are that it can be:
1. Self-instructional.	1. Self-instructional. Several students can work on different packets simultaneously.
2. Student paced.	2. Student paced. No student is penalized for being too fast or too slow.
3. Student directed.	3. Student directed. Students can respond to the instructions outlined in the packet by independently using mediated lessons or materials.
4. Adaptable for different learning styles.	4. Adaptable for different learning styles. The presentation of the learning experiences can easily be adapted through mediated materials or specific directions for completing the module.
5. Student progress easily monitored.	5. Student progress easily monitored. Information is delivered through the packet materials, thereby freeing the teacher to respond to the student's learning product and quickly make instructional adjustments when errors are observed.
6. Reinforces success.	6. Reinforces success. Learning experiences can be divided into small increments which allow for more opportunity to perform well. The more success the student has, the more positive he/she will be toward the next learning activity.

PART II

Distribute the Participant's Booklet: An Instructional Package on How to Make an Instructional Package.	
Give LAP Pretest. Show Transparency B: Answer Sheet for LAP Pretest for answers.	Give the LAP Pretest in the back of the participants' booklet. Have participants correct their pretest while you read the answers.
Explain: Follow this booklet as model for student LAP.	Explain that this handbook is written as a model Learning Activity Packet. The format and mode of this booklet can be followed as participants develop a student Learning Activity Packet.
Refer to Participant's Handbook pp. 4, 30, and 5, behavioral objectives, performance exam, and path selection. Participants should:	Have the participants: 1. Turn to page 4 of the Participant's Booklet and read the behavioral objectives. 2. Turn to page 30 to determine what the LAP includes.
1. Read and respond to pp. 4, 30, and 5 of Participant's Booklet.	3. Turn to page 5 to read and select a path. 4. Indicate by a show of hands which path they have selected.
2. Work through the Participant's Booklet before developing the student LAP.	Instruct the participants to work through the booklet based upon their path selection before beginning to develop a student LAP.

PART III

Obtain sample LAPs representing different content areas. (Optional-have the teacher/developer present the sample LAP).	
Distribute sample LAPs.	Point out the desirable and unique features of each sample LAP and let participants examine it for ideas.

Discuss: Emphasize the following: 1. Prior knowledge assessed. 2. Feedback system provided. 3. Sequenced. 4. Division into increments. 5. Presentation styles varied. 6. Active response sought. 7. Rate of presentation varied. 8. Difficulty levels varied. 9. Review provided. 10. Reading level appropriate.	Emphasize the following desirable features: 1. Prior knowledge assessed. 2. Immediate feedback system provided. 3. Learning experiences sequenced to promote success. 4. Learning activities divided into small increments for quick completion. 5. Variety of presentation styles used. 6. Learning activities elicit responses. 7. Different rates of presentation provided. 8. Different difficulty levels provided. 9. Periodic, spaced review provided. 10. Appropriate reading level. Include examples of all desirable features outlined above.

PART IV

Distribute Handout #1: Evaluation Checklist for a LAP and Handout #2: Assignment Sheet	Have the participants select a skill or concept in their content areas. Explain that they are to develop a LAP on this skill/concept using all the concepts outlined in the:
Explain the assignment:	1. Participant's Handbook
Using the Participant's Handbook and Handouts #1 and #2, participants should:	2. Evaluation Checklist for a LAP
1. Select a skill for a LAP 2. Develop the LAP 3. Field-test the LAP 4. Evaluate the LAP	Participants' final products should be: 1. Field-tested in their classroom. 2. Evaluated using the checklist (Handout #2).

Discuss:

Assist participants in avoiding skills which are too broad.

Ask each participant to share the skill chosen for developing a LAP and offer suggestions. Assist participants in avoiding an area which is too broad by suggesting only one aspect of the skill or developing more than one LAP.

SUMMARY

Paraphrase:

The LAP is one method for individualizing instruction for special needs students.

Individuals learn, not groups. The LAP is one method for individualizing instruction. By using the resources presented in this session, a LAP can be developed to meet the individual differences of special needs students.

FOLLOW-UP ACTIVITY

Serve as a consultant to participants during LAP development.

Meet with participants periodically to assist in the LAP development process and offer suggestions.

Coordinate the formation of a school or department LAP resource file.

Evaluate final LAPs. Coordinate the reproduction of field-tested LAPs to become part of a departmental or school LAP resource file.

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

PHILOSOPHY AND ADVANTAGES OF THE LAP

STUDENTS LEARN BETTER IF:

1. THEY KNOW WHAT'S EXPECTED.
2. EXPERIENCES ARE GEARED TO THEIR BEST LEARNING MODE AND MEET STATED OBJECTIVES.
3. THEY CAN DEMONSTRATE MASTERY.

ADVANTAGES OF THE LAP ARE:

1. SELF-INSTRUCTIONAL.
2. STUDENT PACED.
3. STUDENT DIRECTED.
4. ADAPTABLE FOR DIFFERENT LEARNING STYLES.
5. STUDENT PROGRESS EASILY MONITORED.
6. REINFORCES SUCCESS.

EVALUATION CHECKLIST FOR A LAP

Use this checklist to help you evaluate your LAP.
Use it as a reference during each state of development.

Evaluate Criteria	Outstanding				Poor
1. Title - Does it clearly convey the content of the LAP?	1	2	3	4	5
2. Glossary - a) Does it contain the key words needed to complete this module?	1	2	3	4	5
b) Are the definitions easy to read and understand?	1	2	3	4	5
c) Are illustrations included?	1	2	3	4	5
3. Introduction - a) Is the purpose stated?	1	2	3	4	5
b) Does it say how this packet relates to future learning?	1	2	3	4	5
c) Does it state the relationship of this packet to other packets?	1	2	3	4	5
d) Does it list prerequisite skills (or other LAPs) required prior to taking the Pretest?	1	2	3	4	5
4. Objectives - a) Do the objectives contain an observable behavior, the conditions, and level of proficiency?	1	2	3	4	5
b) Are the objectives met in the LAP?	1	2	3	4	5
5. Learning Activities - a) Are at least two different types of media included to provide experience for all individuals?	1	2	3	4	5
b) Are learning activities consistent with each of the objectives?	1	2	3	4	5
c) Are the learning activities properly sequenced?	1	2	3	4	5
d) Is an immediate feedback system provided to let students know their progress status?	1	2	3	4	5
e) Are the learning activities divided into small enough increments to assure success?	1	2	3	4	5

	f) Do the learning activities elicit active responses from the student?	1	2	3	4	5
	g) Are different rates of presentation provided?	1	2	3	4	5
	h) Are the learning activities branched to include at least two different levels of difficulty?	1	2	3	4	5
6.	Modes of Presentation - a) Are there more than one mode of presentation?	1	2	3	4	5
	b) Are the modes used appropriate for the material being taught?	1	2	3	4	5
	c) Are the modes suitable for a special needs student?	1	2	3	4	5
7.	Pre- and Posttest - a) Are the questions or activities directly related to the stated objectives?	1	2	3	4	5
	b) Are they quick and easy to grade?	1	2	3	4	5
8.	Self-test - a) Does it relate to the behavioral objectives of the packet?	1	2	3	4	5
	b) Does it test the same skills or information included on the posttest?	1	2	3	4	5
	c) Can the student identify the objectives and learning activities she/he must complete before taking the posttest?	1	2	3	4	5
9.	Performance Exam - a) Does it test the student's transfer from instruction to application?	1	2	3	4	5
	b) Do all questions relate to the behavioral objectives and posttest?	1	2	3	4	5
10.	Illustrations - Are they appropriate?	1	2	3	4	5
11.	Readability - Is it appropriate to the student's reading level? (For most special needs students approximately 6th-grade level.) What is the readability of the packet? ______________	1	2	3	4	5
12.	Resources - Is there a list of all books and materials to be used?	1	2	3	4	5

ASSIGNMENT SHEET

Specifics for Development of a LAP

1. Work through the booklet, How to Make an Instructional Package. Review Objective #2, p. 4 of the booklet.

2. Develop a LAP using the booklet, How to Make an Instructional Package and Handout #2, Evaluation Checklist for a LAP, as a resource and mode. Include all the components outlined for the LAP. The reading level should be no higher than 6th-grade.

3. Field-test the LAP and make necessary revisions.

4. Make a final copy for the department or school LAP resource file.

Dates for Progress Checks:

1. By ________________ the following LAP components must be completed: Introduction, behavioral objectives, path selection, and varied assignments. At this time a discussion will be held to resolve any development problems being encountered.

2. By ________________ field-testing and revision should begin.

3. By ________________ the final LAP is due.

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Teaching Problem Solving

Objective:

To apply a systematic model in teaching problem solving to students.

Time Required For Presentation: 30 minutes

Part I - 2 minutes
Part II - 5 minutes
Part III - 8 minutes
Part IV - 15 minutes

Equipment Needed:

Overhead projector, screen, and transparency marker

Materials To Be Duplicated:

Handout #1, #2
Transparency A, B, C
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A - Problem-Solving Model
Transparency B - Steps for Problem Solving
Transparency C - Steps for Solving A Problem Worksheet
Handout #1 - Steps for Problem Solving and Considerations for Teaching Problem Solving
Handout #2 - Steps for Solving A Problem Worksheet

Resources And References:

Kaufman, R. Identifying and solving problems: A system approach. La Jolla, CA: University Associates, Inc., 1976.

Directions for Presentation

OVERVIEW

Teaching students to solve problems effectively and efficiently has been identified as a great need for most teachers. As always, the amount of time available for this type of activity is limited. Teachers need a systematic method for aiding students which, once taught, can be reinforced and maintained with a small investment of teacher time.

In addition, teachers can benefit from a problem-solving model which can be adapted to their own instructional and interpersonal needs. The model must be clear and easy to follow.

This session offers a problem-solving approach to answer both needs. Through completion of the prescribed activities, the participants are directed to consider feasible solutions to their identified problems and at the same time they are given a problem-solving worksheet which can be used [illegible]tudents with a little training and teacher supervision.

The session can be divided into three parts as follows:

Part I: Participants identify the major components of the problem-solving model.

Part II: Participants identify the sequential steps for teaching problem solving and how to apply these steps in teaching the problem-solving process to students.

Part III: Participants identify further considerations in teaching problem solving to students.

Part IV: Participants apply the problem-solving model to a self-identified problem in their classroom.

INTRODUCTION

Paraphrase:	We all have problems. What counts, is what we do when faced with a problem.
Teachers need a method for teaching problem solving that: 1. Is quick and systematic. 2. Builds maintenance.	In working with students who have problems, teachers need a quick, systematic method for teaching them how to plan and implement a solution. The method must also build maintenance of the newly learned problem-solving behavior.

PART I

Show Transparency A:
Problem-Solving Model

Paraphrase:

For maintenance, the key elements in the model are:

1. Evaluation of the results after implementing the solution.
2. Analysis of the results for future problems.

There are many approaches to problem solving. The model proposed here is a combination of several. The emphasis is placed on the application of the learned behavior to future problems. It is not enough to implement a solution to an immediate problem. If the process stops here, the next problem will be handled as a new one. The key to establishing a maintenance system in problem solving is:

1. Evaluation of the results after implementing the solution.
2. Analysis of the results for future problems.

PART II

Distribute Handout #1
Steps for Problem Solving and Considerations for Teaching Problem Solving

Show Transparency B:
Steps for Problem Solving

Refer to upper half of Handout #1: Steps for Problem Solving.

Paraphrase:

Provide guidance to:

1. State the problem. Be specific and avoid rationalization.
2. Identify acceptable solutions. Use creativity.

In teaching problem solving, the teacher must assist the student during the initial stages to ensure success. The steps to be followed are:

1. State the problem. Help the student become specific in defining the problem and avoid rationalization. Students who lack these skills tend to make excuses rather than describe what is wrong.
2. Identify acceptable solutions. Deficient students many times lack experience and creativity in acceptable solutions.
3. Specify consequences of each solution. Again, many times students cannot see the short-term or long-term consequences of behaviors.

3. Specify consequences of each solution. Point out long- and short-term consequences.	4. Select a solution for implementation. Make sure that the student clearly decides to follow a specific decision. Again, indecision and avoidance hampers these students.
4. Select a solution for implementation. Seek a clear commitment to act. 5. Role play the selected solution. Teach the required skills for implementing the solution.	5. Role play the selected solution. The student may be deficient in the necessary skills to implement the solution. For example, if the student does not feel confident in using the telephone, a solution to call school or work about a legitimate absence may not be implemented. Role playing can teach the required skills.
6. Implement the solution.	6. Implement the solution.
7. Evaluate the results.	7. Evaluate the results after implementing the solution.
8. Analyze the results of future problems.	8. Analyze the results for future problems.
Provide experience and build maintenance.	These steps provide experience and build maintenance.

PART III

Paraphrase: Refer to the lower half of Handout #1: Considerations in Teaching Problem Solving Implementation considerations:	The following considerations in teaching problem solving must be explored before implementing the process with students:
1. Use written notes.	1. Use written notes throughout the process. A written record adds concreteness to the process and provides specific information for future reference in review discussions. If the student has a writing problem, have another student act as a secretary.
2. Emphasize student self-direction.	2. Make the student responsible for developing the process activities. Incorporate student self-direction with teacher supervision into the strategy for teaching problem solving. If the behavior being taught is not developed as

	an integral part of the student's repertoire, it will not be maintained. This approach also reduces teacher time.
3. Allow for failure.	3. Always allow room for failure. Preliminary planning adds an element of control but cannot measure all aspects of the problem. Sometimes failure can have positive side benefits if approached creatively. With evaluation as one step of the process, there is an opportunity to learn from the experience for future application. The teacher must be available to respond to this situation.
4. Provide for guidance and follow-up.	4. Plan to provide guidance in the initial stages in: a) Systematically comparing data b) Isolating correct alternatives c) Applying abstract concepts to daily situations
5. Develop a creative problem-solving attitude.	5. Assist the student in developing a creative attitude toward problem solving. Usually the students with the most problems have the most disorganized negative attitude toward their problems. Help them realize that "I can't" and "I won't" do not solve problems, but only create new ones.
6. Build on successful experiences.	6. Build on successful experiences. Again, a history of failure is not conducive to problem solving. Use any strengths the student has to interject confidence in the ability to solve problems when a solution is planned and carried out.
7. Adapt to meet individual needs.	7. Adapt the method to your style and the individual needs of the student.

PART IV

Distribute Handout #2: Steps for Solving A Problem Worksheet	State the problem given on Transparency C and ask the participants to suggest possible solutions and resulting outcomes for the problems posed. List these on the transparency. Reinforce creative solutions.
Use Transparency C: Steps for Solving A Problem Worksheet	
Use transparency marker for listing: 1. Possible solutions 2. Resulting outcomes	
Explain the activity:	Have participants work in pairs or in groups of 4 or 5 by departments. Have each group:
1. Identify a problem.	1. Identify a common problem they have encountered in class.
2. Complete Handout #2 by applying the problem-solving steps to the identified problem.	2. Complete Handout #2 by applying the problem-solving steps to the identified problem.
Allow 3 minutes for completion of this activity.	The solution should be realistic to the classroom setting in order that it can be applied in their own classrooms.
Discuss the results.	Ask the following questions for discussion:
1. Problems?	1. What problems were identified?
2. Solutions?	2. What solutions were decided upon?
3. Creativity?	3. Did any of the solutions reflect a creative approach to problem solving?
4. Practicality?	4. Were the solutions practical?

SUMMARY

Paraphrase: Problem solving begins with the teacher.	To teach problem solving to students we must be problem solvers ourselves. The steps outlined here can be a beginning for the development of a problem-solving system in the classroom.

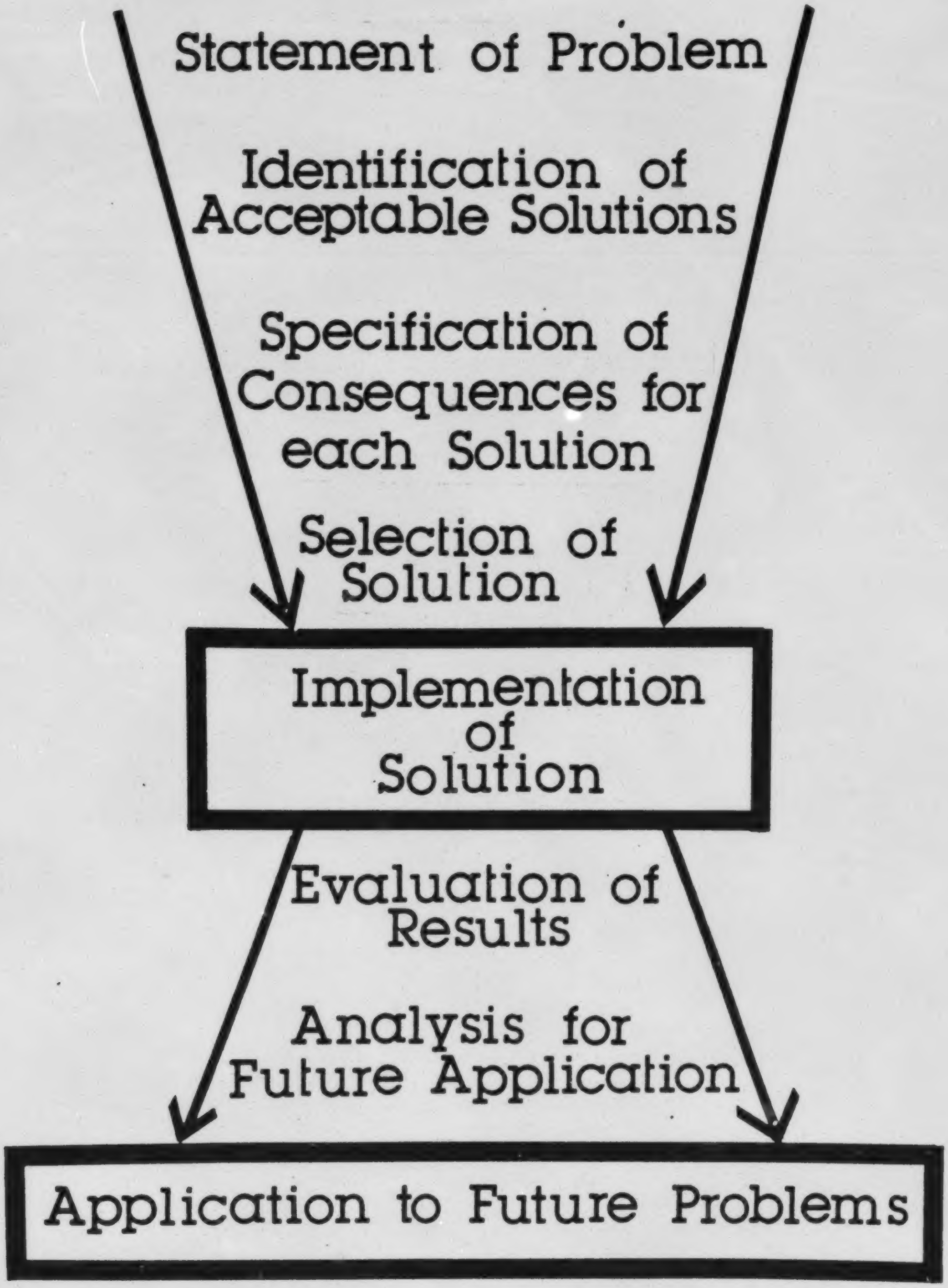
FOLLOW-UP ACTIVITY

Explain the assignment. Plan for and announce the scheduled time for sharing results.	Using Handout #2, initiate a problem-solving activity with at least one student. Have the student complete Handout #2 and keep a record of progress.
	The results can be shared in small groups, such as departments, with those who have the same planning periods or any other suitable arrangement.

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

Problem-Solving Model



Statement of Problem

Identification of Acceptable Solutions

Specification of Consequences for each Solution

Selection of Solution

Implementation of Solution

Evaluation of Results

Analysis for Future Application

Application to Future Problems

STEPS FOR PROBLEM SOLVING

1. STATE THE PROBLEM.
2. IDENTIFY ACCEPTABLE SOLUTIONS.
3. SPECIFY CONSEQUENCES OF EACH SOLUTION.
4. SELECT A SOLUTION FOR IMPLEMENTATION.
5. ROLE PLAY THE SELECTED SOLUTION.
6. IMPLEMENT THE SOLUTION.
7. EVALUATE THE RESULTS.
8. ANALYZE THE RESULTS FOR FUTURE PROBLEMS.

STEPS FOR SOLVING A PROBLEM WORKSHEET

1. WHAT IS THE PROBLEM? COMING TO CLASS LATE FOR THE LAST TWO DAYS.

2. LIST GOOD SOLUTIONS.

3. WHAT ARE THE OUTCOMES OF EACH SOLUTION?

STEPS FOR PROBLEM SOLVING

1. State the problem.
2. Identify acceptable solutions.
3. Specify consequences of each solution.
4. Select a solution for implementation.
5. Role play the selected solution.
6. Implement the solution.
7. Evaluate the results after implementing the solution.
8. Analyze the results for future problems.

CONSIDERATIONS IN TEACHING PROBLEM SOLVING

1. Use written notes.
2. Emphasize student self-direction in solving the problem.
3. Allow for failure.
4. Provide guidance and follow-up during initial stages.
5. Develop a creative problem-solving attitude.
6. Build on successful experiences.
7. Adapt to meet individual needs.

Teaching Problem Solving: Handout #2

STEPS FOR SOLVING A PROBLEM WORKSHEET

Directions: Do each step and have your supervisor sign it.

Date Done: ☐

Supervisor's Initials: ☐

1. What is the problem? ____________________

2. Give the facts to consider. ____________________

Date Done: ☐

Supervisor's Initials: ☐

3. List good solutions. 4. What are the outcomes of each solution?

a.

b.

c.

d.

e.

Date Done: ☐

Supervisor's Initials: ☐

5. What is the best solution? ____________________

Date Done: ☐

Supervisor's Initials: ☐

6. List the steps to be taken in using the best solution.

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

Date Done:

Supervisor's Initials:

7. Practice acting out the solution with someone else. Who? ____________________
Did it work?

☐ Yes. State Why ____________________

☐ No. Go back to #2 and choose another solution.

Date Done:

Supervisor's Initials:

8. Carry out the best solution. Tell what happened. ____________________

Date Done:

Supervisor's Initials:

9. Tell how you think it worked.

☐ Good ____________________

☐ Bad ____________________

Date Done:

Supervisor's Initials:

10. What will you change if you have the same problem again?

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Special Considerations: Hearing Impairment

(Suggested Sequence: Preceded by Simulation: Hearing Impairment)

Objective:

To identify the characteristics of hearing impaired students for making classroom modifications, including required safety precautions.

Time Required For Presentation:

30 minutes
Part I - 20 minutes
Part II - 10 minutes

Equipment Needed:

1 (3x5) index card, 4 cotton balls, overhead projector and screen, transparency marker

Materials To Be Duplicated:

Handout #1
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Classroom Adaptations for the Hearing Impaired
Transparency A - Safety Tips for the Hearing Impaired Student

Resources And References:

Kirk, S. A. Educating exceptional children. Boston: Houghton Mifflin Publishing Co., 1972.

Nelson, H. E. Serving students with special needs in vocational education. Gilman Hot Springs, CA: Mt. San Jacinto College, 1971.

Birch, J. Hearing Impaired Children in the Mainstream. Reston, VA: Council of Exceptional Children, 1975.

RESOURCES AND REFERENCES (Cont'd)

Northcott, W. H. The Hearing Impaired Child in a Regular Classroom Washington, D.C.: Alexander Graham Bell Association for the Deaf, Inc., 1973.

Directions for Presentation

OVERVIEW

The most important consideration in working with the hearing impaired is effective communication, both receptive and expressive. Ineffective classroom communication prohibits learning. In a shop, lab, or classroom, language must facilitate learning not impede it. Teachers need to be able to identify and adapt their teaching style to maximize overall learning in the classroom. For the hearing impaired student in their classes, teachers furthermore need to know specific adaptations in order to ensure learning success for these students.

This session is divided into two parts as follows:

Part I: Participants identify the characteristics of the hearing impaired student and discuss specific classroom situations which may cause learning problems as well as appropriate adaptations.

Part II: Participants examine specific safety precautions required for hearing impaired students and apply them to their specific classroom settings.

PRESESSION ARRANGEMENTS

Complete the presession arrangements as provided.

1. Duplicate, cut out, and glue the following instructions on a 3x5 index card.

Teacher Activity Card

Explain one or more of the following activities to your students using speech only, and no gestures or facial expressions:
1) The lunch routine.
2) The grading system in class.
3) The safety rules in shop.
4) The fire drill routine.

2. Complete the following:

   a. Select 5 participants to take part in a role-playing activity during the introductory section of this session.

   b. Identify one of the selected participants as the teacher and the remaining four participants as students.
      i. Give the "teacher" the Teacher Activity Card described in Step #1 of this section.
      ii. Have two of the "students" become "hearing impaired" by inserting cotton in their ears. The other two "students" remain as they are.

INTRODUCTION

Paraphrase:	Who are the hearing impaired students? There are two classifications of hearing impairment:
Two types of hearing impairment:	
1. Deaf	1. Deaf - The deaf individual is unable to hear and recognize all speech sounds even with the amplification of sound provided with a hearing aid. There are estimated to be approximately 49,000 school-age deaf students.
2. Hard of hearing	2. Hard of hearing - The individual who is hard of hearing can hear and understand speech, but with difficulty. If the hearing loss is due to poor conduction of sound, a hearing aid is used to amplify sound. However, if the hearing loss stems from nerve damage, speech reading is used to understand speech. Distortion of speech sounds is also a problem for these individuals.

Language discrepancies due to hearing loss always create communication problems.	Language is always a problem for hearing impaired students due to inconsistent or poor quality auditory input. This compounds the communication problems these students encounter. The following activity will demonstrate this aspect of hearing impairment.
Explain the activity:	
1. Call upon previously selected participants to conduct the activity.	1. Call upon the previously selected role-players to conduct the role play activity described below. Teacher Activity Card Explain one or more of the following activities to your students using speech only and no gestures or facial expressions: 1) The lunch routine. 2) The grading system in class. 3) The safety rules in shop. 4) The fire drill routine.
2. Introduce and explain the activity to the entire group of participants.	2. Introduce the activity by explaining that the "teacher" will present a lesson to two "hearing impaired students" and two "students with normal hearing."
Allow 3 minutes for the activity.	
3. Discuss the reactions and behavior of the hearing impaired "students." Emphasize that speech alone was unsuccessful.	3. Discuss the reactions and behavior of the hearing impaired "students" to the lesson. Emphasize that using speech alone resulted in an unsuccessful learning experience for the hearing impaired "students."
4. Have the "teacher" present another lesson using whatever means is necessary for communication.	4. Have the "teacher" present another of the lessons on the activity card using whatever is necessary to communicate meaning.
Allow 2 minutes for activity.	

5. Discuss:
    a) Techniques used:
        i) hands
        ii) visual diagrams
        iii) body gestures, etc.
    b) Compare and contrast:
        i) students with normal hearing
        ii) students with hearing loss

5. Discuss the various techniques/adaptations used by the "teacher" to communicate ideas to the learners. Compare and contrast the differences observed between "students" with normal hearing and those with hearing loss.

PART I

Distribute Handout #1: Classroom Adaptations for the Hearing Impaired

Paraphrase:

To plan instruction, the teacher must be familiar with the characteristics of hearing impaired students and the best strategies for teaching them.

In order to plan instruction for the hearing impaired student, it is essential for the teacher to become familiar with the characteristics often displayed by these students. The next task is to determine the best strategies for teaching these students.

Explain the activity and discuss the participants' suggestions.

Take one characteristic at a time:

1. Read the characteristic in the left-hand column of Handout #1.

Characteristics observed in hearing impaired students have been listed on the left-hand column of Handout #1. The second column gives tasks or situations that may cause learning difficulties for the students. After examining the list in the second column, add situations which might cause problems for hearing impaired students in your classroom.

2. Read the sample tasks or situations which may cause learning difficulty for students. Have participants list other

After considering the situations and tasks in column #2, examine column #3 which lists the classroom adaptations. Several suggestions have been given. Add other suggestions which would be effective in your classroom. Include suggestions. Discuss suggestions listed.

those which are necessary for your subject area.

3. Read the sample classroom adaptations in column #3. Have participants suggest an adaptation for the situations they listed in column #2. (Skip the safety tips section #1.e as it will be covered more throughly in Part II of this session.)

4. Discuss suggestions given. Reinforce positive suggestions.

PART II

Show Transparency A: Safety Tips for the Hearing Impaired Student

Refer to Handout #1, p.2, Classroom Adaptations, #1.e.

Paraphrase:

Physical changes in the classroom are unnecessary but be sure to have:

1) Good lighting

2) Good seating

3) A minimum noise level

No physical changes are required to accommodate the hearing impaired student in classroom, shop, or laboratory. Any equipment which does not rely solely on auditory instruction and is used with proper safety precautions is appropriate for hearing impaired students. Minor adjustments of positioning the hearing impaired learner for optimum input opportunity should be considered. This includes placing the student where the lips of speakers can be seen. Good lighting and minimum noise level also facilitate learning.

Establish understanding of safety precautions from the beginning.	Safety precautions should be clearly understood from the beginning.
Discuss each precaution and its application to participants' classrooms. Add additional precautions which pertain to specific programs.	Using Transparency A, discuss each safety precaution and have participants apply it to their classrooms. Add other precautions mentioned by the participants as specific to their program.

SUMMARY

Paraphrase: Being labeled hearing impaired only alerts the teacher that special planning is necessary. It does not tell anything about the hearing impaired student's: 1) personality 2) potential for learning	If a hearing impaired student is assigned to your class, what does this mean to you as an educator? First, recognize that the label exists to help you plan for the student. It doesn't change the fact that the student is first of all a person and very much like your other students. Being hearing impaired means that the student has difficulty hearing or understanding language. It tells you nothing about the student's potential. Your efforts to adapt the instruction to meet the student's individual needs will assist the student in achieving up to that potential.

FOLLOW-UP ACTIVITY

Explain the assignment. Schedule a sharing session	Have each participant try at least two adaptation techniques listed on Handout #1 during the next week and share the outcome with other participants. (Optional - a brief written description can also be prepared.)

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

Special Considerations: Hearing Impairment: Handout #1

CLASSROOM ADAPTATIONS FOR THE HEARING IMPAIRED

You have just been notified that a hearing impaired student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below, list examples of specific tasks or activities which would cause problems in your class, then list suggestions for how you would adapt. Examples have been given for you in each area.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
1. a) Frequently fails to respond to questions.	1. a) Using lecture method.	1. a) Teach specific vocabulary and concepts related to the instructional activity or skill being taught.
b) Verbally indicates understanding or nods in agreement, but cannot demonstrate understanding.	b) Frequently using oral discussion and questions.	b) Make the learner aware of what the final product is to be, as well as the specific steps and sequence required for completion.
c) Makes irrelevant comments or answers to questions.	c) Giving oral instructions for assignments.	c) Make extensive use of demonstrations. Rather than telling the student "how to," show how to do it.
	d) Your suggestions:	d) Encourage the student to be unshamed if she/he does not understand

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
		and to mention any confusion or apprehension immediately. e) Incorporate specific safety precautions into lessons when safety is a concern: i) Stress the reasons for all safety procedures. ii) Explain fire and tornado evacuation procedures. iii) Explain and expect the proper use and maintenance of all equipment. iv) Install flashing red lights to supplement audible warning devices such as fire bells. v) Prevent misuse of tools and equipment and any resultant accidents by planning step-by-step sequencing of activities. f) Your suggestions:

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
2. a) Often seems inattentive, especially to auditory activities.	2. a) Using group discussion frequently.	2. a) Avoid classroom lectures. Use visual examples and demonstrations if oral instructions are necessary.
b) Often unable to tell who is speaking in a group.	b) Using the tape recorder for instruction.	b) Make extensive use of visual aids: i) Illustrated charts ii) Films, especially captioned iii) Slides iv) Transparencies v) Models and markups vi) Captioned films
c) Becomes tense during periods requiring listening.	c) Using audio portions of any audio-visual aids.	c) If captioned films are not available: i) Provide the student with the script or any available written description.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
		ii) Allow the student to view the presentation more than once. iii) Enlist the assistance of the hearing resource teacher to find other instructional materials to supplement the text. iv) Provide the hearing impaired student with a list of the vocabulary words necessary to the understanding of the subject. v) Have another student in the class take lecture notes for the hearing impaired student using carbon paper.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
d) May have enough residual hearing to profit from a hearing aide or another type of sound application. or May depend entirely on speech reading and visual learning.	d) Making announcements or giving instructions around other auditory interference, i.e., hall noises, machine noises, traffic and outside noises, etc. e) Giving instructions while writing on the board. f) Assigning the student a seat in the back of the room. g) Your suggestions:	d) Arrange classroom to facilitate lip reading: i) Write on the board without speaking; then turn toward the class to speak. ii) Face the student squarely so that your whole face can be seen. iii) If possible, avoid having light behind you so that the student does not have to look into the light and consequently be unable to see your lips and face. iv) Do not exaggerate your mouth movements for speech

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
		since this will do more to confuse than help the student. Talk in a natural relaxed voice. Speak slowly and distinctly and keep hands away from mouth. v) Speak in complete sentences to aid the student in figuring out unfamiliar words through contextual clues. vi) When dictating stay in one place. e) Make assignments which do not require a very long auditory memory span. If remembering what is given orally is required, make a

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
		study guide to accompany the assignment.
	f) Assigning the student a seat in the back of the room.	f) Your suggestions:
	g) Your suggestions:	
3. a) Frequently asks to have words or phrases repeated.	3. a) Expecting the student to take notes.	3. a) Make use of tutors, interpreters, note takers and recorders, when appropriate.
b) Uses "what" often.	b) Using materials which are above the student's reading level.	b) Acquire a basic knowledge of manual communication.
c) Frowns or leans forward with intense concentration when addressed.	c) Soft-spoken teachers or students or teachers with mustache and /or beard.	c) If needed, use every available avenue of learning including speech, listening, gestures, fingerspelling, and signing.
d) Interrupts conversation.	d) Using slang colloquialisms, abstract concepts, or words not in common usage in class lectures.	d) In presenting a new word or asking a question, repeat it if it is not understood the first time, speaking directly at the student. If the

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
		student seems to miss the term or request, rephrase what was originally said. This will usually aid the understanding of what is said.
e) Depending on severity of hearing loss, exhibits language disorders and more limited vocabulary than peers resulting in communication problems.	e) Failure to use visual, concrete examples when introducing new concepts.	e) When using phrases or figures of speech that may be unfamiliar to the student, explain or rephrase the information to aid in comprehension.
f) Often naive, taken advantage of easily, and lacks self-confidence.	f) Your suggestions:	f) Encourage the support and understanding of the other students in

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
		the class for the hearing impaired student: i. Plan an activity in which the hearing impaired student can demonstrate his/her abilities. ii. Help the hearing impaired student to accept his/her mistakes humorously. g) Your suggestions:
4. a) Shows deformity or swelling in or about the ears.	4. a) Failure to recognize the student's nonverbal movements that indicate lack of hearing or understanding.	4. a) Evaluate each learner prior to entry into your program to determine performance ability and the possibility of other handicapping conditions.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
b) Holds head in a peculiar position when spoken to or turns one ear to speaker.	b) Failing to provide independent instructional make-up lessons when student is absent due to illness.	b) Foster an open communication system between parents, teachers, and student and plan for periodic counseling.
c) Often has earaches or colds, discharge from ears.	c) Failing to note physical changes in behavior which could indicate illness such as irrationality, fatigue, etc.	c) Be aware of need and sources for medical referrals.
	d) Your suggestions:	d) Your suggestions:

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adaptations
5. a) Mispronounces simple words; omits or substitutes sounds in speech.	5. a) Assigning the student to a classroom or work area located near a parking lot, play ground, music room, etc.	5. a) Encourage proper amplification. The learner should be advised to adjust the volume of his/her hearing aid in extremely noisy areas to avoid painful noise levels.
b) May be exceptionally loud.	b) Arranging the classroom with desks facing window.	b) Give the hearing impaired student as much opportunity to speak as any other student in the class.
	c) Expecting every student to recite in class and give oral reports.	c) Don't accept either shouting or inaudible responses from the student.
	d) Your suggestions:	d) Have the student sit near the sound source and away from external noises.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Hearing Impaired Student in Your Classroom	Classroom Adapatations
		e) Encourage the student to participate in discussions and presentations: i. Have the student repeat questions or information to assess understanding. ii. Give the student an outline of what will be taught before class so that he/she will know what will be discussed. iii. Give the student opportunities to demonstrate his/her knowledge of a subject if he/she has trouble communicating answers. f) Your suggestions:

SAFETY TIPS FOR THE HEARING IMPAIRED STUDENT

1. STRESS THE REASONS FOR ALL SAFETY PRECAUTIONS.
2. EXPLAIN FIRE AND TORNADO EVACUATION PROCEDURES.
3. EXPLAIN AND EXPECT THE PROPER USE AND MAINTENANCE OF ALL EQUIPMENT.
4. INSTALL FLASHING RED LIGHTS TO SUPPLEMENT AUDIBLE WARNING DEVICES SUCH AS FIRE BELLS.
5. PREVENT MISUSE OF TOOLS AND EQUIPMENT AND ANY RESULTANT ACCIDENTS BY PLANNING STEP-BY-STEP SEQUENCING OF ACTIVITIES.
6. SUGGESTIONS FOR YOUR SPECIFIC PROGRAM:

   A)

   B)

   C)

   D)

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Special Considerations: Learning Disabilities

(Suggested Sequence: Can be followed by Special Considerations: Behavior Disorders)

Objective:

To adapt curriculum to meet the needs of the learning disabled student in their classes.

Time Required For Presentation: 30 minutes

Introduction - 5 minutes
Part I - 5 minutes
Part II - 20 minutes

Equipment Needed:

none

Materials To Be Duplicated:

Handout #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Eminent Persons Who Conquered Learning Disabilities
Handout #2 - Adaptations for Teaching Learning Disabled Students

Resources And References:

Cochran, E. V. Teach and reach that child. Palo Alto, CA: Peek Publishing Co., 1973.

Learner, J. W. Children with learning disabilities. Boston, MA: Houghton Mifflin Co., 1976.

Directions for Presentation

OVERVIEW

In the educational setting, the terms used to describe the learning disabled student have been varied. Some of these terms include "never listens," "wants constant attention," "doesn't apply himself," "lazy," "lackadaisical," "not ready for this class," "drives me up a wall," "doesn't respect property." Teachers need to be able to identify and deal with these students and, therefore, must learn to look at them from a different perspective. Teachers also need to know specific curriculum adaptations and behavioral techniques in order to ensure learning success for these students.

The activities in this session are intended to: 1) provide information about the characteristics of the learning disabled student, 2) make curriculum adaptations, and 3) apply specific techniques in the classroom.

The session is divided into two parts as follows:

Part I: Participants examine the definition of learning disability.

Part II: Participants identify the characteristics of learning disability and learn to adapt their classrooms to the needs of the learning disabled student.

INTRODUCTION

Distribute Handout #1: Eminent Persons Who Conquered Learning Disabilities; read the information provided.	Read the information on Handout #1.
Paraphrase:	These important persons fortunately were able somehow to find appropriate ways of learning while they successfully overcame their initial learning failures. Many of our students with

Students with learning disabilities can succeed, if helped.	learning disabilities are not so fortunate. As teachers, we must increase their opportunities to learn.

PART I

Paraphrase:	Since approximately 2% of all students are said to be severely learning disabled, it is pertinent for us as teachers to be aware of the characteristics exhibited by these students.
In order to be classified as LD the student must display:	In order to be called learning disabled the student must display:
1. Average or above I.Q.	1. Average to above average I.Q.
2. A gap between what he/she does and what he/she can do.	2. Discrepancy between achievement and potential.
3. Disorders in listening, thinking, talking, reading, writing, spelling, or mathematics.	3. Disorders in basic psychological processes: disorders of listening, thinking, talking, reading, writing, spelling, or mathematics.
4. **Disorders not due to sensory or physical handicaps, mental retardation, emotional disturbance or environmental disadvantage.**	4. Definition by exclusion: the disorder is not due primarily to visual acuity, hearing acuity or motor handicaps, to mental retardation, emotional disturbances, or to environmental disadvantage.
What does the definition say in terms of a student:	Let us think about what this definition says:
1. Average or above average intelligence.	1. The student has average or above average intelligence.
2. Learning failure not due to other handicaps.	2. The failure to learn is not primarily due to other handicapping conditions (visual acuity, hearing acuity, etc.)
3. Good in some things, poor in others.	3. The student is good in some things, poor in others.

4. Is not learning.

4. The student is just not learning. Why?

As teachers, we should:

1. Not be concerned with the cause.
2. Focus on the effect and how we can best teach the student.

Usually the cause cannot be determined. As teachers, we can only observe that the student is not learning at grade level. As teachers, it is not meaningful to be concerned with the why, but with the how - how we can help the student achieve.

PART II

Distribute Handout #2: Adaptations for Teaching Learning Disabled Students

Explain the activity and discuss the participants' suggestions.

Take one characteristic at a time:

1. Read the characteristics in the left-hand column of Handout #2.
2. Read the classroom situations or assignments which might contribute to the learning disabled student's failure given in column #2. Have participants list some examples that may be used in their classroom. Discuss examples given.

Characteristics observed in students with learning disabilities have been listed on the left-hand column of Handout #2. The second column gives classroom situations or assignments which might contribute to the student's failure. After examining the list in the second column, add situations which might contribute to student failure in your classroom.

After considering the situations and assignments in column #2, examine the third column, which gives examples of classroom adaptations. Add other adaptations that might eliminate problems in your classroom. Include those which are necessary for your subject area.

3. Read the sample adaptations in column #3.
4. In column #3, have participants write and discuss additional suggestions.
5. Discuss suggestions given. Reinforce creative application of techniques.

SUMMARY

Paraphrase:

To deal with learning problems teachers must have:

1. Bag of tricks.
2. Imagination.
3. Flexibility.
4. Alternative methods if one method is unsuccessful.

Learning disabilities cannot be corrected or cured by one specific teaching method or training technique. It is imperative that teachers have at their disposal a wide range of instructional materials and techniques and that they are imaginative and flexible enough to adapt these to the specific needs of students.

The techniques explored in this session can be used with any student, not just learning disabled students.

In addition, the classroom problems and adaptations discussed in this session can be effectively and appropriately incorporated into every classroom. Having an identified learning disabled student in your class should not be considered as a necessary requirement for using these techniques. Any student experiencing a learning difficulty can benefit from application of these techniques.

FOLLOW-UP ACTIVITY

Explain the assignment. Schedule a sharing session.	Have each participant try at least two techniques during the next week and share the outcome with other participants. (Optional - a brief written description can also be prepared.)

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

Special Corsiderations: Learning Disabilities: Handout #1

EMINENT PERSONS WHO CONQUERED LEARNING DISABILITIES

1) Thomas Edison, American inventor

Said to be:
1. Abnormal
2. Addled
3. Mentally defective
4. Dunce
5. Always at the foot of his class

2) Auguste Rodin, French sculptor

Said to be:
1. Worst pupil in the school
2. Uneducable
3. Most likely never to make a living
4. Dunce

3) Woodrow Wilson, 28th President of U.S.

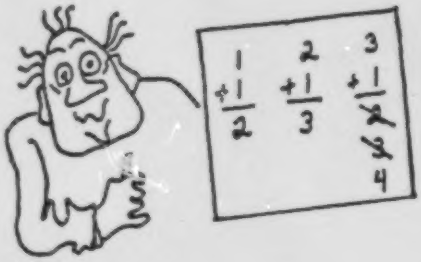
Said to be:
1. Dull
2. Backwards
3. Didn't learn his letters till age 9
4. Learned to read at age 11

4) Nelson Rockefeller, Political leader, Vice President of U.S., Governor of New York

Said to be:
1. Poor reader
2. Had to memorize all his speeches
3. Severe dyslexic

5) Albert Einstein, Great mathematical genius

Said to be:
1. Poor student
2. Didn't speak until age 3
3. Until age 7, formulated each sentence silently with his lips before speaking aloud
4. Poor in arithmetic
5. Great difficulty with foreign languages
6. Communicated poorly in writing
7. Nothing good would come of him
8. Rarely thought in words



ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

You have just been notified that a learning disabled student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below and given example situations and assignments which might contribute to the student's failure, list other suggestions which might be used in your class. Look at classroom adaptations given and suggestions of how you might adapt.

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Students Failure	Classroom Adaptations
Thinking Skills	Thinking Skills	Thinking Skills
1. Inability to categorize and classify	1. Giving a full week's schedule of projects or assignments on Monday morning.	1. Provide a detailed daily schedule of what is expected of the student.
2. Inability to sequence	2. Requiring students to double recipes.	2. Assess each assignment in terms of what the student needs for the demands of daily living. Set standards to achieve this skill level.
3. Inability to recognize relationships: a) size b) time c) weight d) temperature e) distance	3. Giving tests which require the student to read a paragraph and answer questions.	3. Through direct questions to the student during class discussion decide whether specific materials have been understood.
4. Inability to make associations and comparisons: a) no sense of humor b) inability to distinguish fact from fiction	4. Assigning students to read a chapter and outline it.	4. Furnish chapter or study outlines from which the students can study.

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
5. Inability to think abstractly: a) imagining b) generalizing c) drawing conclusion	5. Giving only written tests.	5. Make audio tapes of all tests or give an oral test.
	6. Your suggestions:	6. Your suggestions:
Auditory Discrimination Skills	Auditory Discrimination Skills	Auditory Discrimination Skills
1. No awareness of sounds: a) environmental b) human voices	1. Teaching by the lecture method.	1. When lecturing, provide an outline of what is to be discussed.
2. Inability to identify sounds: a) Cannot ignore incidental noises b) Cannot associate sound with source	2. Holding class in a classroom located near a noisy class area, such as the gym, shop classes, or instrumental music class.	2. Situate the LD students near the teacher or the activity being conducted. Have them work in the quietest possible area.
3. Inability to attend or listen: a) short attention span b) inability to repeat what is heard	3. Giving assignments and expecting students to complete them with no follow-up, feedback, or supervision.	3. Use demonstration techniques or multisensory materials as often as possible.
4. Unable to acknowledge or respond to auditory stimuli:	4. Your suggestions:	4. Your suggestions:

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
a) cannot follow directions b) poor speller c) poor oral reader		
5. Unable to develop sound discrimination: a) pitch b) volume c) letters d) words		
6. Poor auditory memory: a) can't follow directions b) can't remember what is heard		
Visual Discrimination Skills	Visual Discrimination Skills	Visual Discrimination Skills
1. Unaware of what is seen	1. Distributing study sheets at every class.	1. Discuss required information. Explain what is expected of the student in terms of skill performance.
2. Inability to discriminate between objects: a) size b) shape c) color d) form e) reversal of letters or words	2. Attaching written directions to each machine.	2. Tape directions so that the students can listen to the directions while working on machines, etc.

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
3. Often misses detail and cannot reproduce what has been seen.	3. Requiring written assignments several times a week.	3. Have students tape their assignments and grade the taped response.
4. Poor visual memory: a) can't remember written directions b) can't remember what is read or seen	4. Your suggestions:	4. Your suggestions:
5. Poor visual motor ability: a) handwriting messy b) poor work habits (immature)		
Motor Skills	**Motor Skills**	**Motor Skills**
1. Gross motor a) poor physical coordination b) clumsy in sports	1. Allowing students to move around the room in lab classes.	1. Make sure that the room is kept free of potentially dangerous objects such as extension cords and protruding objects. Require that dangerous tools, equipment, machines, etc. are operated only under close supervision. Require students with specific problems to remain in specific areas of the lab.
2. Fine motor a) handwriting illegible b) cannot differentiate shapes by touch	2. Expecting full mastery of motor skills in physical education activities.	2. Teach physical fitness and leisure sports that do not require intense competition.

ADAPTATIONS FOR TEACHING LEARNING DISABLED STUDENTS

Characteristics	Classroom Situations or Assignments That Might Contribute to Learning Disabled Student's Failure	Classroom Adaptation
	3. Emphasizing achievement in competitive activities.	3. Label every project for added sensory information (visual) and to enhance learning.
	4. Requiring students to distinguish engine parts by touching.	4. Ask the students to do the best they can, or make an oral report or an option upon request.
	5. Requiring a neat and tidy paper.	5. Your suggestions:
	6. Your suggestions:	
Social Skills	**Social Skills**	**Social Skills**
1. Poor self-image	1. Expecting students to work unsupervised.	1. Pair problem students with a reliable student as a supervisor.
2. Maturational lag	2. Requiring quiet, orderly behavior in class.	2. Explain and post the rules. Let them know exactly what is expected of them.
3. Immature behavior	3. Your suggestions:	3. Your suggestions:
4. Lack of social skills		

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Special Considerations: Mental Retardation

Objective:

To adapt curriculum to meet the needs of the mentally retarded students in their classes.

Time Required For Presentation: 30 minutes

Introduction	5 minutes
Part I	5 minutes
Part II	10 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handout #1, #2
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Word Salad Activity
Handout #2 - Classroom Situations and Adaptations
Transparency A - Answer Sheet for Word Salad Activity

Resources And References:

Parks, A. L., & Fairchild, T. N. Mainstreaming the mentally retarded child. Austin, TX: Learning Concepts, 1976.

Smith, C. Mainstreaming the handicapped in vocational education: Serving the mentally retarded. Palo Alto, CA: Institute for Research, 1977.

Directions for Presentation

OVERVIEW

One of the main problems encountered in teaching is a lack of understanding of students and how they learn. In order to maximize learning, instructors need to identify and deal with these problems. For the mentally retarded students in their classes, instructors need to know specific curriculum adaptations and techniques in order to ensure learning success.

The activities in this session are intended: 1) to provide information about the mentally retarded student, 2) to identify classroom situations or assignments which might hinder learning, and 3) to provide suggestions for curriculum adaptations which will maximize learning for the mildly mentally retarded student.

The session is divided into two parts as follows:

Part I: Participants explore the behavioral characteristics of mildly mentally retarded students.

Part II: Participants identify and discuss classroom situations or assignments which hinder learning as well as adaptations of their curriculum for use with the mildly mentally retarded student.

INTRODUCTION	(Omit Introduction if using with VEIT module: Simulation: Mental Retardation.)
Paraphrase:	One of the priorities for assisting the mildly mentally retarded student is identification.
Definition of mental retardation.	
A combination of two characteristics manifested before the age of 18 years:	The mentally retarded student is defined as one who exhibits the following characteristics before the age of 18 years:

1. I.Q. 75 or below.	1. I.Q. 75 or below. (This varies according to the state.)
2. Poor adaptive behavior.	2. Poor adaptive behavior.
	A student must exhibit a combination of the two characteristics to be classified as mentally retarded.
PART I Distribute Handout #1: Word Salad Activity.	
Paraphrase: For mildly mentally retarded students, important information must be given in simple, concrete terms.	We often think in abstraction and in teaching we deal daily with abstract concepts. Since mildly mentally retarded students have difficulty understanding abstract subject matter, as instructors, we must learn to provide important information at a simple, concrete level.
Explain the activity.	To help you understand the importance of this aspect, you will be given 5 minutes to respond to the word concepts given on Handout #1.
Allow 5 minutes.	How many completed the test? Good!
Show Transparency A: Answer Sheet for Word Salad Activity	
Paraphrase:	Now that the answers have been given, can you see how simple the interpretations were?
Discuss. Emphasize the simplicity, yet difficulty, of the tasks: Some symbols were abstract; others were very concrete. Simple directions or clues would have increased understanding. Concept formation is a common obstacle for retarded students.	Hopefully, the Word Salad Activity has helped you understand how a mildly mentally retarded student may react to abstract concepts. Although the activity was simple, we had difficulty understanding. If clues had been given for each item, it would have been more easily understood. One clue which would have made the task easier is that many of the words or phrases contained a preposition such as over, under, up,

Emphasize the guidelines for instruction:

1. Keep explanations and directions simple.
2. Give clues.

PART II

Distribute Handout #2: Classroom Situations and Adaptations

Explain the activity and discuss the participants' suggestions.

Take one characteristic at a time:

1. Read the characteristic in left-hand column of Handout #2.
2. Read the sample assignment or situation which may cause learning difficulty for the students. Have participants list other suggestions. Discuss suggestions listed.
3. Read the sample adaptations in column #3. Have participants suggest an adaptation for the situations they listed in column #2.
4. Discuss suggestions given. Reinforce positive suggestions.

down, etc. Mildly mentally retarded student encounter similar obstacles in concept formation. Therefore, providing clues and keeping directions simple are essential for meaningful instruction.

Characteristics observed in mentally retarded students have been listed on the left-hand column of Handout #2. The second column gives assignments or situations that may cause learning difficulties for the students. After examining the list in the second column, add situations which might cause problems for mentally retarded students in your classroom.

After considering the situations and assignments in column #2, examine column #3 which lists the classroom adaptations. Several suggestions have been given, add other suggestions which would be effective in your classroom. Include those which are necessary for your subject area.

SUMMARY

Paraphrase:	Hopefully, working with mildly mentally retarded students will offer new instructional insights that can be used to help other students as well.
The mildly mentally retarded can learn. The instructor's skill in curriculum adaptation and modification makes the difference. Simplicity and overlearning are essential for success.	The mildly mentally retarded can learn and can function independently in society. They are more like normal students than unlike. Through curriculum adaptations and modifications, mildly mentally retarded students can acquire valuable skills to achieve the life goal of independent living. Your skill in making the necessary adaptations will enhance learning for these students. Simplicity and overlearning are the most important ingredients.

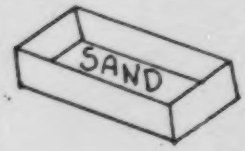
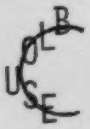
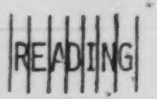
FOLLOW-UP ACTIVITY

Explain the assignment. Schedule a sharing session.	Have each participant try at least two techniques during the next week and share the outcome with other participants. (Optional - a brief written description can also be prepared.)

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

WORD SALAD ACTIVITY

	LEV EL	MIND MATTER	T O W N
I.	2.	3.	4.
i i i o o o	STAND I	CHAIR	WEAR LONG
5.	6.	7.	8.
ECNALG	GROUND FEET FEET FEET FEET FEET FEET		DEATH LIFE
9.	I0.	II.	I2.
DICE DICE	KNEE LIGHT	HE'S/HIMSELF	0 0
I3.	I4.	I5.	I6.
YOU J ME U S T	R ROAD A D	PROFILE	H C U O T
I7.	I8.	I9.	20.
GI'S C C C C		MAN BOARD	CYCLE CYCLE CYCLE
21.	22.	23.	24.

CLASSROOM SITUATIONS AND ADAPTATIONS

You have just been notified that a mentally retarded student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below, list examples of specific tasks or activities which would cause problems in your class, then list suggestions for how you would adapt. Examples have been given for you in each area.

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
1. Inability to grasp concepts and make generalizations. a) Limited ability to identify the important information from materials.	1. a) Using lecture method.	1. a) Use demonstration along with lectures.
b) Slowness in relating the meaning of one word or idea with another.	b) Using technical terms.	b) Show as well as explain, to the student what is to be done when introducing an activity.
c) Lack of originality or creativity.	c) Requiring quick, unprepared responses during discussions.	c) Scan all materials for new words. Use simple terms when possible. Teach new vocabulary and provide constant practice through application.
d) Inability to analyze and solve problems.	d) Giving student materials that look like elementary materials.	d) Reduce abstractions by giving concrete examples and firsthand experience.
e) Inability to learn without direct instruction on specific skills and when to use them.	e) Requiring reading materials above 4th-grade level.	e) Plan with student to iden-
	f) Expecting one student to learn from the experience of other students in the class.	
	g) Your suggestions:	

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
		tify problems. Share suggestions. Provide guidance even in small details. f) Emphasize strengths and help students develop alternate skills for weaknesses. g) Allow students to copy models or pictures. h) Provide planned instructional opportunities to strengthen critical though and independent work. i) Always relate present learning experience to future needs and desires. Example: Budgeting skills are needed to save money for a car.

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
		j) Make instructional delivery plans flexible to the diverse needs of mentally handicapped students.
		k) Ask specific, simple questions or seek simple skill demonstration during class discussion where unprepared responses are required.
		l) Provide reading materials at 4th-grade level or below.
		m) Structure activities and materials which are similar in appearance and content to those used by other students so as not to make the difference obvious.
		n) Your suggestions:

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
2. Difficulty in following complex directions. a) Failure to recognize familiar elements in new situations. b) Slow to react. c) Short attention span.	2. a) Giving the entire week's assignment and reading each Monday morning. b) Using a manual with detailed instructions. c) Explaining details for long periods of time without inquiring to see if students understand or remember. d) Your suggestions:	2. a) Keep activities simple until the skill is well learned. b) Begin with something that is known, and then sequence with skills already mastered; this way progress to new skills makes relationships obvious. c) Explain to students the practical applications of the skills. d) Use visual aids and direct experiences. e) Underline the important facts in the manual or book.

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
		f) Rewrite the instructions to lower the reading level.
		g) Explain everything. Repeat the same details in each new setting.
		h) Introduce only one point at a time. Test points by simple fact questions. Ask students to repeat by using their own words.
		i) Provide well-motivated learning periods and short, supervised study periods.
		j) Eliminate those skills from the curriculum which require highly abstract thinking.
		k) Your suggestions:

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
3. Memory difficulty a) Learns slowly and forgets quickly.	3. a) Requiring memorization of definitions or large units of content material.	3. a) Incorporate constant practice into the learning experience.
b) Fails to incorporate new information with previously learned experiences.	b) Teaching skills which have numerous and complex steps.	b) Use constant repetition and frequent meaningful practice.
	c) Your suggestions:	c) Use activities of high interest to motivate and reinforce learning.
		d) Make low difficulty skills appropriate for secondary level; no "kid's stuff."
		e) Incorporate activities which develop concepts or skills in small, specific units.
		f) Reduce the pace at which new skills are introduced.
		g) Your suggestions:

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
4. Immaturity and inappropriate social behavior. a) Concern only for the local point of view.	4. a) Assigning students to work together unsupervised (no teacher in group) on projects two class periods a week.	4. a) Use positive reinforcement techniques. Withhold reinforcement until desired behavior is exhibited. Praise appropriate behavior.
b) Inability to set up and realize standards of social behavior or workmanship.	b) Ignoring or tolerating inappropriate social behavior for fear of embarrassing the student.	b) Try to avoid or restructure situations which cause trouble. Only offer choices which are acceptable to you as the instructor.
c) Development of social skill not equal to chronological age.	c) Explaining safety rules only at the beginning of the course.	c) Design tasks which make success possible.
d) Behavior problems which usually arise from school and/or home factors and not learning handicap.	d) Expecting one behavior and reinforcing another.	d) Assign only small segments of work at one time. Provide continuous feedback and monitor progress frequently. Explain mistakes and demonstrate correct procedures.
e) Behavior problems which relate to lack of adult-like behavior.	e) Your suggestions:	

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
		e) Discuss inappropriate behavior in blunt, plain terms. Clearly define acceptable behavior and ways to accomplish it. f) Connect all learning to the world around the student. Emphasize social living and civic responsibility. g) Guide and check learning very carefully. Identify and draw attention to these errors in a constructive way. h) For safety, only allow use of tools and equipment which have been introduced to the student. Demonstrate correct use before each activity. Color code dangerous areas.

CLASSROOM SITUATIONS AND ADAPTATIONS

Characteristics	List Examples of Tasks and Activities That Would Cause Problems for a Mentally Retarded Student in Your Classroom.	Classroom Adaptations
		i) Be consistent and provide a good adult model. j) Your suggestions:

ANSWER SHEET FOR WORD SALAD ACTIVITY

SANDBOX	SPLIT LEVEL	MIND OVER MATTER	DOWNTOWN
CIRCLES UNDER EYES	I UNDERSTAND	HIGHCHAIR	LONG UNDERWEAR
BACKWARD GLANCE	SIX FEET UNDER GROUND	SEE THROUGH BLOUSE	LIFE AFTER DEATH
PARADISE	NEON LIGHT	HE'S BESIDE HIMSELF	OHIO
JUST BETWEEN YOU AND ME	CROSSROAD	LOW PROFILE	TOUCH UP
G.I.'S OVERSEAS	READING BETWEEN THE LINES	MAN OVERBOARD	TRICYCLE

Methods and Materials

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Special Considerations: Orthopedic Handicaps

Objective:

To adapt the classroom and curriculum to the orthopedically handicapped students.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Transparency A, B, C
Handout #1, #2, #3
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Common Physical Handicapping Conditions
Handout #2 - Classroom Adaptations for Teaching Orthopedically Handicapped
Handout #3 - Job Checklist
Transparency A - Don't Stare: It's Not Polite
Transparency B - Hi!
Transparency C - Common Physical Handicapping Conditions

Resources And References:

Davis, K. It's about time physical disabilities came out in the open, Part I. Madison, WI: Wisconsin Vocational Studies Center, University of Wisconsin, 1976.

Schlesinger, L. E., & Frank, D. S. Epilepsy - on the way to work - a guide for the rehabilitation counselor. Washington, DC: Epilepsy Foundation of America, 1975.

Weisgerber, R. Mainstreaming the handicapped in vocational education: Serving the orthopedically handicapped. Palo Alto, CA: California State Department of Education, 1976.

Special Considerations: Orthopedically Handicapped

Directions for Presentation

OVERVIEW

A student's orthopedically handicapping conditions restrict mobility and produce special problems for the instructor. We should think of such students in a positive manner. Orthopedically handicapped students create special problems and difficult situations; at the same time, teachers also face challenging problems in handling normal students. It must be understood that orthopedically handicapped students belong in the classroom as do regular students. They are entitled to the best preparation for a useful, productive adult life that public education can offer. Recent federal and state legislation as well as a new awareness among educators mandate that orthopedically handicapped students have access to educational programming in the least restrictive environment consistent with the degree of their handicapping condition.

The activities in this session are intended to: 1) provide information about the handicapping conditions of the student, 2) explain how to make curriculum and classroom changes to enhance learning for the orthopedically handicapped student, and 3) illustrate how to apply techniques and devices to expand his/her capabilities.

This session is divided into two parts as follows:

Part I: Participants identify the student's handicapping conditions.

Part II: Participants make adjustments to classroom and curriculum to expand student capabilities.

INTRODUCTION

Show Transparency A:
Don't Stare: It's Not Polite

Paraphrase:

Comments such as "Don't stare" lead to questions:
1. Why is he that way?
2. How did it happen?
3. What is different?

The nonhandicapped person is left with the idea that:

How many of us rememberour parents telling us not to look or stare at somebody looking different from us? Probably most of us in this room were told this at one time or another. Few parents explained what constituted the difference and how it came about. We were, therefore, left with the [illegible] that we can't look at anybody who is different from ourselves; we must

1. Different is deficient. 2. I should get involved. 3. Handicapped people don't exsist in our world.	ignore them - they don't exist. They should be hidden away so we don't have the embarrassment of confrontation.
Show Transparency B: Hi!	
Knowing the facts about a disability can eliminate the communication barrier.	"Nothing against parents but. . . ." Wouldn't it have left an entirely different impression on all concerned if someone had explained what the given disability was and why the person had the prosthetic devices such as artificial limbs, crutches, walkers, etc. We must eliminate sterotyping of students. Understanding them can eliminate the barrier that society has built.
PART I	
As teachers we need to know: 1. Who the orthopedically handicapped are. 2. How the handicapping condition will affect performance.	
Paraphrase:	Of primary importance to you as teachers is that you need to become informed about the student's physical condition. Each handicapped student must be looked at as a new and unique person. You may encounter some medical terms which have to be researched to find out how the condition will affect performance. At this session, however, we should look at some of the more common handicapping conditions which may be encountered in the classroom.
Show Transparency C: Common Physical Handicapping Conditions	
Refer to Handout #1. Discuss the common physical handicapping conditions. Emphasize that:	Using Handout #1, review and discuss the most common physical handicapping conditions. Emphasize that:

1. Individual differences exist among physically handicapped persons.	1. The persons who have these handicapping conditions are individually different although they have a physical disability in common.
2. Common characteristics are also present which, if analyzed, can ease instructional planning.	2. Although these appear to be diverse conditions, common characteristics are present which should be analyzed when planning instructional programs.

Allow 10 minutes for discussion.

PART II

Paraphrase:

The learning task must be analyzed to appropriately match the handicapped student to the learning activities.	Proper matching of the orthopedically handicapped student to specific learning activities requires an analysis of the tasks involved. The following prerequisites are necessary for making adaptations in your classroom:
Prerequisites include:	
1. Assessing personal attitude.	1. Have I formed a proper attitude toward the student? Does his/her condition upset me personally?
2. Contacting available resource people.	2. Have I contacted the available resource persons in the school and the district in order to determine their contributions to the situation?
3. Examining and modifying physical facilities.	3. Have I examined the physical facilities and taken steps to modify any physical features such as room layout, access to supplies, special equipment, etc?
4. Examining curriculum and teaching methods.	4. Have I examined my curriculum and teaching methods for relevancy and appropriateness?

Distribute Handout #2: Classroom Adaptations for the Orthopedically Handicapped

Paraphrase:

Outside resources are not enough, many times the classroom and curriculum must be adapted.

In addition to contacting outside resources, you must look within your own class to examine what must be adapted.

Explain the activity and, discuss the participants suggestions.

Take one characteristic at a time:

1. Read the characteristic in the left-hand column of Handout #2.
2. Read the sample situations for tasks which may impede learning given in column #2. Have participants list other suggestions. Discuss suggestions listed.
3. Read the sample classroom adaptations in column #3. Have participants suggest adaptations for the situations they listed in column #2.
4. Discuss the adaptations and reinforce appropriate suggestions.

The left-hand column of Handout #2 presents conditions which must be considered when teaching orthopedically handicapped students. The second column describes the situations or tasks which may impede learning. After examining the list in the second column, add situations which might cause problems for orthopedically handicapped students in your classroom.

After considering the situations and tasks in column #2, examine column #3 which lists the classroom adaptations. Several suggestions have been given. Add other suggestions which would be effective in your classroom. Include those which are necessary for your subject area.

SUMMARY

Paraphrase:

When working with orthopedically handicapped students, begin with suggestions provided in this session and then:

The examples we have just discussed are exactly that, examples. Each orthopedically handicapped student is unique and must be looked at as such. First

1. Seek information about the condition.
2. Look at the whole person.
3. Adapt the class to meet his/her needs as best you can.
4. Take pride in his/her achievement through your encouragement.

and foremost, you must understand the handicapping condition and then look beyond the handicap in order to see the whole person. Keep an open mind about the person and help him/her "blossom" in your class. With help from you, this student's entire life can be productive.

FOLLOW-UP ACTIVITY

Distribute Handout #3: Job Checklist

Explain the assignment.

1. Try at least two adaptation techniques.
2. Complete Handout #3 using the instructions provided.
    a) Identify a required job or task in your content area.
    b) Describe a specific handicapping condition.
    c) Complete checklist.
    d) Suggest possible modifications.

Have each participant: 1. Try at least 1 adaptation technique listed on Handout #2 during the next week. Have participants write a brief description of the outcome. 2. Complete Handout #3 as follows:

a. Identify a required job or task in your content area.
b. Describe a specific handicapping condition.
c. Complete checklist.
d. Suggest possible modifications.

Schedule a sharing session.

Have participants share the outcome with other participants at a sharing session.

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

Common Physical Handicapping Conditions

1. Congenital Conditions - A variety of physical problems which have affected the individual from birth. These may range from physical deformity to health impairment and may cause internal defects which reduce stamina, limit activity, result in secondary health problems, etc.

   a. Muscular Dystrophy - This is usually an inherited condition which causes a progressive weakening and deterioration of the skeletal and voluntary muscles. There are several different types of muscular dystrophy which affect degree of severity, age of onset, muscles affected, rate of muscle degeneration. Affected persons usually need a wheelchair for mobility and need assistance in performing daily living activities. These people need initial training or retraining to hold jobs.

   b. Spina Bifida - This occurs when the vertebrae fail to fully develop around the spinal cord, leaving an opening. The most severe type results in the protrusion of the spinal cord and spinal fluid into a sac outside the body. Due to the damage to the spinal cord the person suffers loss of nervous sensation from the opening down. This results in loss of leg usage, little or no bowel and bladder control, hydrocephalus and perceptual problems, urinary problems, physical limb deformities, and tendency to develop pressure sores on lower trunk and legs. The person is basically a paraplegic with normal intelligence and life expectency.

   c. Hemophilia - This is an inherited blood disorder which impedes coagulation. This condition results in internal hemorrhages, or external bleeding or bruising from bumps, sudden twists, extreme pressure, even minor cuts, etc. Caution should be taken to avoid excessive body contact with the student which might rupture blood vessels.

   d. Cystic Fibrosis - This is an inherited disorder which causes an abnormally thick, sticky mucus secretion from the sweat, mucous or salivary glands. The result is blockage of the bronchial tubes and lungs and blockage of the flow of digestive enzymes from the pancreas to the small intestine. Due to these respiratory and digestive system problems, the person may suffer extreme coughing, shortness of breath, low-grade fever, loss of appetite and weight, abnormal stools, and salt loss. The condition can be controlled with proper diet, medication, and inhalation therapy.

   e. Sickle Cell Disease - A inherited blood condition which affects the Negro race. Abnormal sickle-shaped red blood cells form resulting in damage to the spleen, bones, kidneys, lungs gastrointestinal tract, brain and heart. This condition is manifested by periodic crises causing pallor, fever, severe pain in abdomen and legs, vomiting, and stiff neck. Between crises the person may appear anemic, barrelchested, & have a protruding abdomen. The occurrance of crises tends to reduce with age. Individuals grow to adulthood but may continue to be anemic & have infections.

2. Traumatic Conditions and Amputations - These conditions are the result of accidents or operations. Psychological adjustment considerations may overpower the physical disability. The use of prosthetic devices may require special equipment or training adaptations.

3. Arthritis - This is an inflammation of the joints which may be progressive. Movement may be extremely painful and limited with little or no relief from medication.

4. Multiple Sclerosis - This is a neurological disorder characterized by the formation of hardened scar tissue in place of disintegrated insulation tissue around the nerve fibers of the central nervous system. This disintegration and replacement process takes place in patches throughout the central nervous system and eventually prevents nerve messages from being properly transmitted. The severity and extent of the condition varies with each person and the resulting disabilities are determined by the area of the central nervous system affected, spinal cord or brain. The person should avoid excessive fatigue and emotional stress. Provisions for make-up work when relapses occur and physical facilities modifications for crutches and wheelchairs should be implemented.

5. Poliomyelitis - Infantile paralysis is a disease in which a virus damages the spinal cord causing paralysis of limbs or respiratory functions. The Salk vaccine has greatly reduced its occurrence.

6. Epilepsy - A disease which is not apparent except when a seizure occurs. However, 50% of all epileptics also have other handicapping conditions. There are three types of seizures:

   a. Grand mal: Violent shaking of the entire body accompanied by temporary loss of consciousness. Usually lasts about two to five minutes. May occur as often as one or more times a day or as infrequently as once a year or more.

   b. Petit mal: A simple staring spell (often mistaken for day-dreaming). Usually lasts less than one minute, often only several seconds. May occur repeatedly in one hour.

c. Psychomotor: Inappropriate or purposeless behavior with subsequent amnesia regarding the episode. Usually lasts two to five minutes, and may occur one or more times weekly, monthly, or annually. This condition is uaually controlled by medication.

If a grand mal seizure does occur, the following procedure should be followed:

a) Clear the area of chairs, desks, etc. to allow the person to lie safely and comfortably on the floor.
b) Turn the head to one side. Never place any objects in the person's mouth.
c) Send for the school nurse immediately.
d) Direct other students to continue normal work away from the student.
e) Student may need to sleep after the seizure, due to fatigue caused by the seizure.

7. Aphasia - This condition is characterized by a loss of language in some or all aspects of communication, speaking, writing and/or gesturing or understanding written or verbal messages in persons who have had normal speech abilities prior to suffering brain damage. The brain damage may be due to stroke or head injury accidents. Sometimes secondary problems occur such as severe headaches, physical disability, seizures, and emotional lability.

8. Cerebral Palsy - This is caused by damage to the motor areas of the brain before, during or after birth, resulting in lack of motor control. The motor malfunction may result in spastic, rigid, jerky, uncontrolled, or uncoordinated movements. In many cases it is accompanied by other handicapping conditions such as mental retardation, vision or hearing problems, seizures, speech problems, etc.

9. Health Impairments - These may include any health problem which temporarily or permanently necessitates modification of the school program. Several are:
   a) Diabetes - Can funtion normally given proper diet and insulin.
   b) Respiratory disorder - Allergies, frequent infections, asthma.
   c) Nephrosis - Degenerative kidney condition.
   d) Osteomyelitis - Spreading inflammation of the bone.
   e) Heart defects

ADAPTATIONS FOR TEACHING ORTHOPEDICALLY HANDICAPPED STUDENTS

You have just been notified that an orthopedically handicapped student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below and the example situations and tasks which might contribute to the student's failure, list other suggestions which might cause problems in your class. Then look at classroom adaptations given and make suggestions of how you might adapt.

Please note that due to the diversity of the physical handicapping conditions, the characteristics listed below have been further defined, when pertinent, by the specific handicapping condition which exhibits that characteristic.

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
Physical Considerations		
1. Exhibits limited mobility: a) wheelchairs b) crutches c) walkers	1. a) Assigning tasks which require reaching or carrying material. b) Having a small work area with a lot of equipment and electrical cords. c) Inaccessibility of facilities due to stairs, narrow doors, curbs, etc. d) Staring, ridiculing, avoiding the student to overcome personal uneasiness with physical handicaps.	1. a) Arrange classroom work areas at wheelchair level in an easily accessible location in the room. b) Assign the student a specific storage space near work areas to reduce need for carrying materials, etc. c) Assess the building and classroom for architectural barriers and

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
		work with administrators to eliminate them. d) Assess personal feelings, attitudes, prejudices, biases, etc. toward physical handicapping conditions. e) Seek information on the student's condition & the limitations it imposes. f) Have the student demonstrate his/her capabilities in daily living activities such as mobility, stair climbing, eating, dressing, etc. g) Work with other students in the class to create an accepting climate for the OH student.

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
2. Uses prosthetic devices: a) braces b) artificial limbs c) crutches	2. a) Assigning tasks which require ankle or wrist movement and lifting in small areas. b) Requiring speed in completion of tasks or moving from place to place. c) Allowing OH student to let crutches and other prosthetic devices lying in walkways where other students may fall over them.	2. a) Consult with a physical or occupational therapist regarding adaptations which can be made and how to make special use of prosthetic equipment. b) Expect the student to use the prosthetic equipment correctly to complete tasks. c) Provide assistance only when absolutely necessary. Use other students but train the student to seek help independently when it is required. d) Expect the OH student to care for prosthetic devices and keep them in good working condition.

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
		e) Expect the OH student to store prosthetic devices in a safe place when not in use to avoid injury to other students.
3. a) Exhibits low stamina: i) tolerance ii) exertion iii) duration b) Exhibits reduced physical strength.	3. a) Working for long periods of time without breaks at tasks requiring physical strength. b) Expecting slow students to work longer to complete a task. c) Requiring a great deal of moving, lifting, and carrying of equipment and materials.	3. a) Assess OH student's work stamina in a variety of work tasks. b) Analyze tasks to determine: i) essential manipulative requirements. ii) stamina required. iii) frequency & duration of physical tasks.
4. Exhibits poor motor coordination. a) Gross motor b) Fine motor i) rigid ii) spastic iii) paralysis iv) low sensitivity in fingertips	4. a) Having equipment and other objects protrude out into the area where students maneuver. b) Locating work stations in areas with limited space. c) Expecting average performance on skills requiring balance and maneuverability.	4. a) Consult with physical and occupational therapists concerning appropriate therapy or training activity for developing motor coordination. i) upper torso control and strength of paralegics can be increased.

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
		ii) work tolerance of those with poor muscle control can be increased. b) Build on strengths, supplement existing skills, and apply human engineering principles to increase leverage.
5. Inclined to have reoccurring health problems-kidney infections, crises with sickle cell anemia, injuries with hemophilia, etc.	5. Assuming that absences are just due to laziness.	5. a) Investigate why the the student was absent and provide make-up work. b) Help the student prevent reoccurring health problems by following good health habits and the physician's treatment plan. c) Develop a plan for making up work which can be independently completed by the student.
6. Prone to having seizures. (Students with cerebral palsy and physical impairments due to brain damage.)	6. a) Failing to inquire if the OH student has a history of seizures. b) Failing to develop a plan for providing care for the OH student should a seizure occur.	6. a) Know the seizure history of the OH student. b) Talk to the OH student to obtain pertinent information. Know: i) any specific warning signals

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
	c) Failing to prepare other students in the event that a seizure should occur. d) Failing to discuss the situation with the OH student to determine pertinent information. e) Room arrangements with limited open space or protruding objects.	which occur prior to the seizure. ii) OH student's typical seizure behavior & pattern of occurrance. iii) Student's treatment preferences. c) Contact school nurse and develop a plan for care of OH student during a seizure. d) Have an open area in the room for student to lie down if seizure occurs. e) If seizure occurs: i) place the student in lying position in an open area of the room with adequate ventilation. ii) Turn head to one side but DO NOT try to place objects in the student's mouth. iii) Notify the school nurse. iv) Instruct the other students to continue working as quietly as possible.

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Othopedically Handicapped Student in Your Classroom	Classroom Adaptations
Intellectual Considerations		
1. Displays a wide range of ability in academic skills: a) 50% of cerebral palsy population has tested IQ of 70 or below. b) Normal intelligence displayed by students with chronic health problems, cystic fibrosis, amputees, arthritis, polio, sickle cell anemia, spina bifida, etc. c) Numerous learning disabilities exhibited by some conditions such as muscular dystrophy and spina bifida.	1. Failing to determine the student's academic capabilities.	1. Determine each OH student's academic ability from past teachers, records, etc.
	2. Assuming the student can perform but is just lazy.	2. Assess each OH student's skills performance before expecting the student to demonstrate mastery of specific skills.
	3. Assuming that impaired gait and slurred speech equal stupidity.	3. Allow for mental fatigue.
	4. Assuming that the degree of physical impairment is an indication of mental ability.	4. Make no assumption about the student's ability based upon the degree of physical impairment. Intelligence cannot be determined by the degree of physical impairment. Severe physically involved student can be very bright and vise versa.
Social Considerations		
1. Displays frustration at being restricted in activities and daily life functions. Displays may include:	1. Staring at the OH student.	1. Encourage the OH student to try new activities and, when possible, make adaptations when barriers exist.
	2. Ignoring or being intolerant of justified frustrations displayed by the OH student.	

Special Considerations: Orthopedic Handicaps: Handout #2

p. 8

Characteristics	Examples of Situations and Tasks Which Might Cause Problems for an Orthopedically Handicapped Student in Your Classroom	Classroom Adaptations
i) verbal aggressiveness. ii) repression of desires. iii) withdrawal into fantasy. iv) degradation of original goals. v) immature actions. vi) compensation for inability by shifting to different interests.	3. Quickly helping OH student without waiting to find out if the student can complete the task independently. 4. Being critical or not being accessible when problems and frustrations arise. 5. Conducting numerous class discussions requiring articulation and social graces as important parts of skill performance.	2. Assist the OH student in confronting unfamiliar tasks by helping the student devise a method of doing the task unassisted. 3. Provide a healthy and success-oriented climate. 4. Incorporate social learning activities into the content class activities.
2. Draws unwanted attention to self due to restricted movements and appliances. Becomes self-conscious.	6. Failing to listen to OH student because the student is difficult to understand. 7. Failing to modify training tasks which require communication skills beyond the ability of the OH student.	5. Stress the importance of good work habits: i) getting to work on time. ii) fulfilling standard job requirements. iii) good personal hygiene.
3. Exhibits poor self-image.		
4. Poor communication skills: i) drooling ii) paralysis, etc. iii) speech problems. iv) language deficits due to lack of experience or brain injury (cerebral palsy, physical impairment due to brain injury, aphasia, etc.)		6. Work with OH student to develop alternative strategies for poor speech or writing.

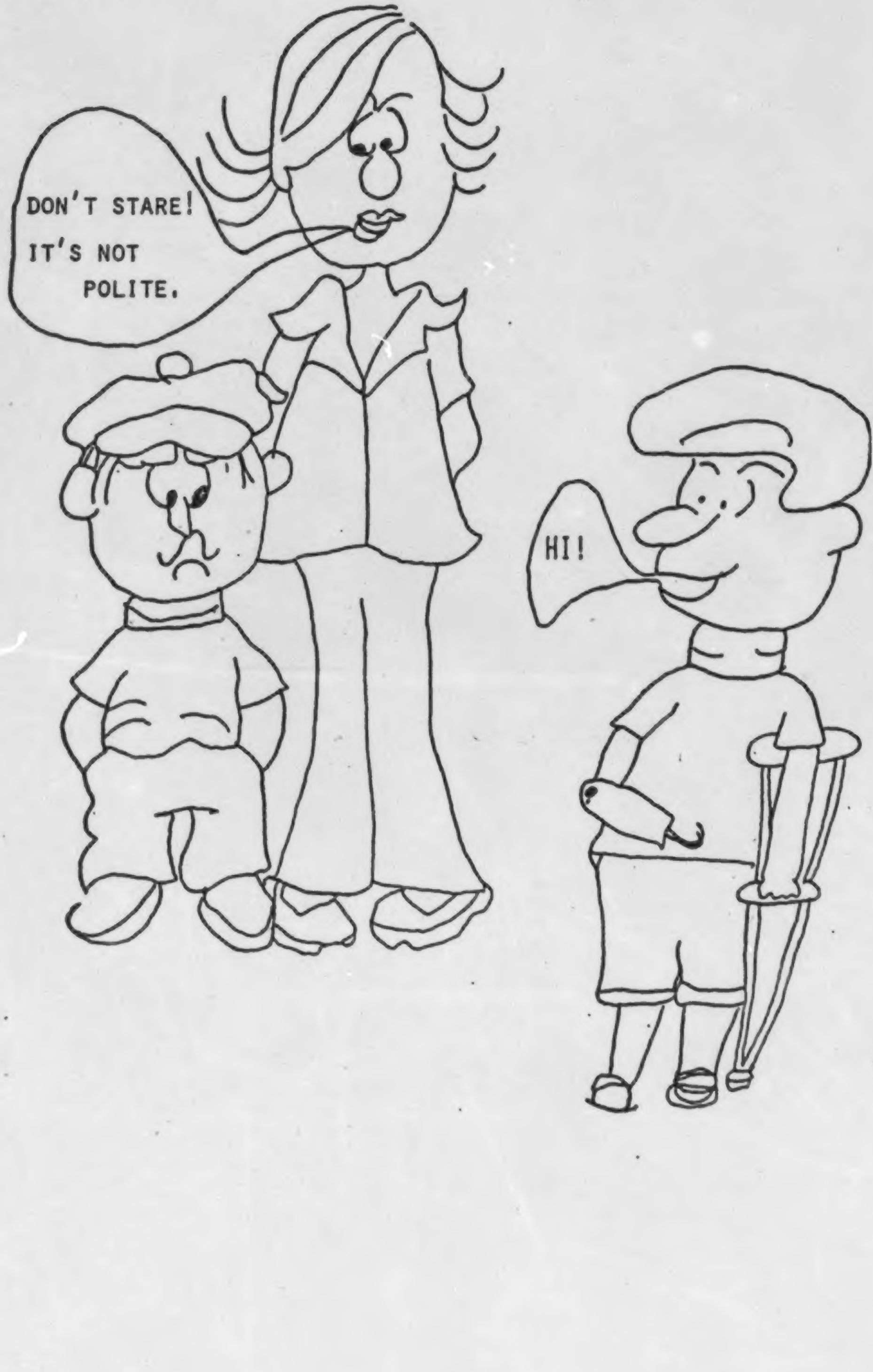
JOB CHECKLIST

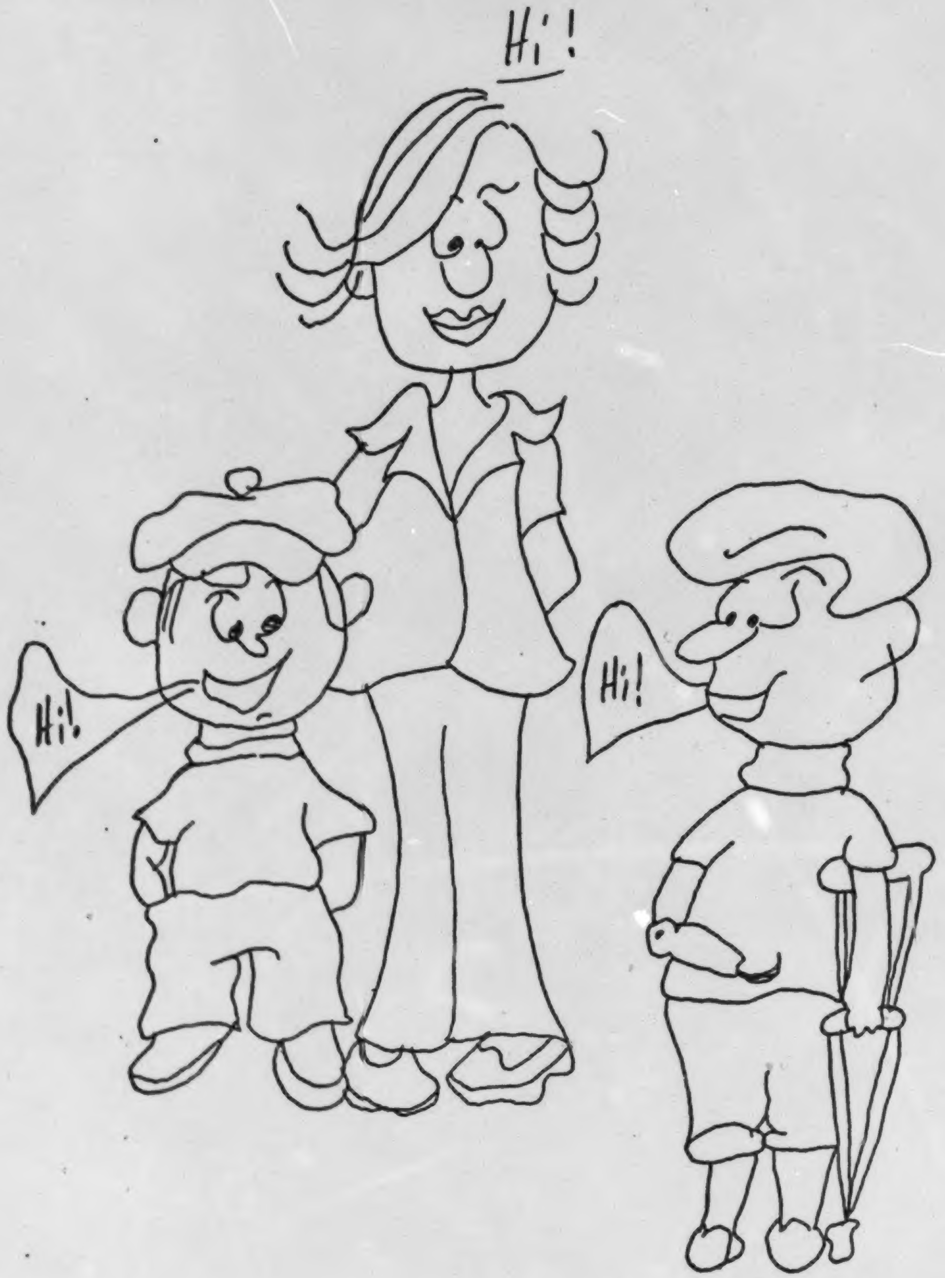
Job ____________________

Handicapping Condition ____________________

Task Required for Job	Yes	No	Possible Modifications
Exertion			
Communication			
Mobility			
Strength			
Fine motor - precision and smoothness			
Carrying			
Moving of objects - weight or distance			
Balance			
Grasping - holding			
Reaching - height and direction			
Tolerance			
Stamina			
Maneuverability			
Motivation			
Others:			

DON'T STARE: IT'S NOT POLITE!


DON'T STARE!
IT'S NOT POLITE.
HI!


Hi!
Hi!
Hi!

Special Considerations: Orthopedic Handicaps: Transparency C

COMMON PHYSICAL HANDICAPPING CONDITIONS

1) CONGENITIAL CONDITIONS
    A) MUSCULAR DYSTROPHY
    B) SPINA BIFIDA
    C) HEMOPHILA
    D) CYSTIC FIBROSIS
    E) SICKLE CELL ANEMIA

2) TRAUMATIC CONDITIONS AND AMPUTATIONS

3) ARTHRITIS

4) MULTIPLE SCLEROSIS

5) POLIOMYELITIS

6) EPILEPSY (SEIZURES)
    A) GRAND MAL
    B) PETIT MAL
    C) PSYCHOMOTOR

7) APHASIA

8) CEREBRAL PALSY

9) HEALTH IMPAIRMENTS
    A) DIABETES
    B) RESPIRATORY DISORDERS
    C) NEPHROSIS
    D) OSTEOMYELITIS
    E) HEART DEFECTS

Methods and Materials

VEIT PROJECT INSERVICE TRAINING MODULE

Title:

Special Considerations: Visual Impairment

(Suggested Sequence: Precede with Simulation: Visual Impairment)

Objective:

To identify characteristics of the visually handicapped and apply specific methods for working with these students.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 10 minutes
Part IV - 5 minutes

Equipment Needed:

Overhead projector and screen, 4 (3x5) index cards

Materials To Be Duplicated:

Handout #1, #2
Transparency A
Instruction Cards (See Instruction Cards for the Demonstration in Part III)
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Definitions Related to Visual Impairment
Handout #2 - Adaptations for Teaching Visually Impaired Students
Transparency A - Acting as a Sighted Guide
Instruction Cards for the Demonstration in Part II

Resources And References:

Corn, A. L., & Martinez, I. When you have a visually handicapped child in your classroom: Suggestions for teachers. New York: American Foundation for the Blind, n.d.

Dillman, D.M., Maloney, P., & Weisgerber, R. Mainstreaming the handicapped in vocational education. Palo Alto, CA: American Institute for Research, 1976.

Hanniken, K. A. Teaching the visually handicapped. Columbus, OH: Charles E. Merrill Publishing Company, 1975.

Napier, G. D., Kappan, D. L., & Tuttle, D. W. Handbook for teachers of the visually handicapped (3rd ed.). Louisville, KY: American Printing House for the Blind, 1974.

Directions for Presentation

OVERVIEW

The visual channel is one of the major passages for receiving information. Since an estimated eighty percent of all learning takes place through the eyes, visual disabilities (problems in detecting, perceiving, understanding, and retaining visual information) may be strong contributors to learning problems. Teachers need to be able to identify and deal with these disabilities to maximize learning in their classroom. In order to insure learning success for visually impaired students in their classes, teachers need to know specific curriculum adaptations and materials.

The activities in this session are intended to provide information about: 1) the characteristics of visual impairment; 2) assisting a blind person with mobility; 3) the application of specific curricular techniques to insure learning success.

The session is divided into four parts as follows:

Part I: Participants identify handicapping conditions of the visually impaired student.

Part II: Participants demonstrate proper mobility procedures used with the visually impaired.

Part III: Participants identify and discuss specific curriculum adaptations for the visually impaired.

Part IV: Participants discuss safety precautions required for the visually impaired.

PRESESSION ARRANGEMENTS

Select four volunteers and explain the demonstration in Part II.

As participants arrive, select four volunteers for the activity in Part II of this session. Give each an instruction card and explain that they will be assisting you in a demonstration in Part II of this session.

INTRODUCTION

Explain the activity by reading the instructions provided.

Allow 5 minutes for writing down the images.

> Close your eyes and imagine that you are a pilgrim who has just landed in the New World. As you step down from the Mayflower, get an image of what you see. Open your eyes and write down your first image of the new land.

Discuss:

Discuss some of the images written by the participants:

1. forest
2. grass
3. beach, etc.

Say:

> Now imagine that you are a blind pilgrim. How would you:

Discuss:

> 1. Describe your new environment.
> 2. Discover forests, grass, vastness, beaches, etc.
> 3. Differ in the images you had with those of a seeing person.

Paraphrase:

It is very difficult for a seeing person to imagine the world of a visually impaired individual who has no clear concept of color, space, etc.

It is difficult for us to imagine how it would be never to have seen things in our environment. We are constantly aware of the images of space and color, which are difficult concepts if they have not been experienced by sight.

We must be aware of how visually impaired students perceive their world. Could you go through an entire day blindfolded? Keep this experience in mind as we proceed through this session.

PART I

Paraphrase:

If a visually handicapped student is mainstreamed into your class, you will need to adapt certain teaching methods and materials. Otherwise,

What if you were told a visually handicapped student had been added to your class list? Keep in mind that if you are a good teacher for sighted students, you can also be a good teacher for a visually impaired student. The teaching and learning processes are fundamentally the same. Some adaptations will be necessary you will find that the learning processes of this student are the same as those of sighted students.

in methods and materials, however.

The best way to identify with the problems of visually handicapped persons is to follow their day-to-day activities.

Everything you learn in this session will have as its goal and understanding of the totally blind an visually impaired student. For sighted students, day-to-day contact is one of the most effective means of breaking down misconceptions and prejudices about blindness. We will begin by discussing the handicapping condition itself and becoming familiar with definitions pertaining to it.

Distribute Handout #1: Definitions Related to Visual Impairment

Review and discuss the definitions provided on Handout #1.

Paraphrase:

Legally blind: 20/200 or less.

This legal definition of blindness is just what it implies, a definition by law. It was established in 1935 as a guideline for the Social Security Act. It also:

1. Helps to determine who is eligible for state aid.
2. Provides federal funds for classroom materials.

To be "legally blind" or "20/200 or less" means that the student sees at 20 feet with correction in the best eye what a person with normal vision sees at 200 feet. Some "legally blind" persons can read large and/or normal print. The term "legally blind" is of little help to the educator. It tells us nothing about the student's capabilities.

This definition helps to determine who is eligible for state aid. Federal funds are available for classroom materials such as braille and large-print books. Braille and large-type transcribers (volunteers) are also available to school districts.

Discuss: Emphasize that the term yields few assets other than financial aid for classroom materials.

Paraphrase: Useful definitions are:	The educator needs to break the term "legally blind" down into a better working definition.
1. Totally blind.	1. Totally blind. Those who have no functional vision to see print or objects in their environment.
2. Visually impaired.	2. Visually impaired. Those who have low vision and can see print or objects in their environment.
A continuum exists from totally blind to partially sighted with many variations in between.	It is important to understand that the term "visual handicap" is not limited to persons with a total lack of sight. There is a continuum from the totally blind to those who are partially seeing. Between these extremes are many gradations and variations of impairment.
Other common visual problems also affect learning.	The other types of problems listed on Handout #1 also affect learning. Teachers must be aware of the effects of these problems when working with students who wear corrective glasses.
PART II	
Conduct the demonstration using the instructions provided.	Several techniques can be used to aid the mobility of a visually impaired person. These are:
Show Transparency A: Acting as a Sighted Guide	1. Acting as a sighted guide.
Read while volunteer with Card #1 demonstrates the sighted guide. The volunteer with Card #4 serves as the blind person for all demonstrations.	Have the volunteer with Card #3 demonstrate how to assist a blind person in sitting down. Read:

Card #1

Sighted Guide

The guide takes his/her position beside the visually impaired person and makes contact with back of hand to back of hand or forearm to forearm. The visually impaired person grasps the guide's arm just above the elbow, fingers on the inside, thumb on the outside, and assumes a position approximately one-half step behind the guide. The grip is just firm enough to maintain contact. The guide's arm is positioned next to the body of the visually impaired person.

Read while the volunteer with Card #2 demonstrates giving directions to a blind person.

2. Giving directions to a blind person.

Have the volunteer with Card #2 demonstrate how to instruct a blind person in getting to the exit from his/her seat. Remind him/her that directions must be verbal and precise. Read:

Card #2

1. Always identify yourself when entering a room where a blind person is. Don't play any "guess-who" games.
2. Never leave a door ajar. Keep corridors clear. If furniture is moved, make sure you help the person learn the new locations.
3. Give descriptions or directions left or right according to the way the person is facing. Remember that it does not help to point.
4. A blind person can hear as well as you, sometimes better. Always talk directly to the person, not through his or her companion.

Read while the volunteer with Card #3 demonstrates.

3. Assisting a blind person in being seated.

Have the volunteer with Card #3 demonstrate how to assist a blind person in sitting down. Read:

> Card #3
>
> When showing a blind person to a chair, put the person's hand on the chair back first. The person will then be able to sit down easily.

PART III

Distribute Handout #2: Adaptations for Teaching Visually Impaired Students

Explain the activity and discuss the participants' suggestions.

Take one characteristic at a time:

1. Read the characteristic in the left-hand column of Handout #2.
2. Read the sample tasks or situations which may cause learning difficulty for the students. Have participants list other suggestions. Discuss suggestions listed.
3. Read the sample adaptations in column #3. Have participants suggest an adaptation for the situations they listed in column #2.
4. Discuss suggestions given. Reinforce positive suggestions.

Characteristics observed in visually handicapped students have been listed on the left-hand column of Handout #2. The second column gives assignments or situations that may cause learning difficulties for the students. After examining the list in the second column, add situations which might cause problems for visually handicapped students in your classroom.

After considering the situations and assignments in column #2, examine column #3 which lists the classroom adaptations. Several suggestions have been given. Add other suggestions which would be effective in your classroom. Include those which are necessary for your subject area.

PART IV

Paraphrase:	
Once a visually handicapped student has been exposed to your classroom set-up and introduced to equipment, etc., she/he will be able to function independently given certain adaptations.	You may be apprehensive about the visually handicapped student's use of special equipment. Your fears will probably be centered on doubts about the student's ability to use tools, machines, etc., without being injured or damaging the equipment. Once the student has learned the machine (handled it, felt it) he/she should be able to use most machines accurately. Sometimes adaptations may be required to make this possible.
As with all students, safety precautions must be taken. Refer to Handout #2, p. 1. Physical Skills, Classroom Adaptations, 2., for discussion of safety measures. Safety measures to consider are:	In spite of the visually handicapped person's abilities to learn, you must, of course, be alert to hazards that even the well-oriented handicapped student may encounter. Major safety precautions to consider are:
1) Obstructions or changes.	1) Obstructions or changes in the room.
2) Inadequate safeguards.	2) Inappropriate or inadequate safeguards on machines.
3) Noise masking a hazard.	3) Noise that masks a hazard.
4) Glare or shadow effects.	4) Undue glare or shadow effects that mask a hazard.
Discuss further safety precautions which are specific to each program.	Other common-sense preventive measures such as seeing that drawers are not left open will become obvious to you on a day-to-day basis. Auditory or tactile safety devices may need to be added to equipment.

SUMMARY

Paraphrase:

The techniques we have discussed must be combined with common sense. Since visual learning will be ineffective, we must devise auditory and tactile learning techniques for visually impaired students.

For best results, couple common sense with auditory and tactile learning techniques.

FOLLOW-UP ACTIVITY

Explain the activity.

1. Have each participant write one lesson plan for one class period using no visual learning. Have the class session be a combination of auditory and tactile learning.
2. Use at least one of the classroom adaptations listed in Handout #2 in your classroom.

Schedule a sharing session.

3. Be prepared to share the outcomes of these activities in a sharing session. (Optional - a brief written description can also be prepared.)

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

DEFINITIONS RELATED TO VISUAL IMPAIRMENT

Legally Blind: This term is a legal definition to determine who is eligible for state aid. It requires that the person see at 20 feet what a normal person sees at 200 feet, or has a restricted visual field of 20 or less. This vision classification must apply to the person using his/her better eye with corrective lenses.

A significant number of those classified as "legally blind" have learned to use their residual vision and read large and/or regular print. Consequently, to educators it is more significant to break the categories into working definitions as:

Totally blind: Those who have no functional vision to see print or objects in their environment.

Visually impaired: Those who have low vision and can see print or objects with optical aids.

Nearsightedness (Myopia): A common condition which causes blurred vision when the eyes try to focus on distant objects. A myopic person can see better when the object is brought close to the eye. The condition can be corrected by lenses.

Farsightedness (Hyperopia): A common condition which causes the eye constantly to adjust in order to get a clear image of close work. Excessive adjusting may cause symptoms such as eye fatigue, blurring, and headaches. This condition can also be corrected by lenses.

Astigmatism: A condition which prevents rays of light from coming to a single point of focus on the retina of the eye and consequently produces an image that is distorted. Special lenses can correct the situation in most cases.

Muscle disorders: These conditions which may be either constant or intermittent are frequently associated with other visual defects. They include: crossed eyes, wall eyed, rapid involuntary eye movement.

ADAPTATIONS FOR TEACHING VISUALLY IMPAIRED STUDENTS

You have just been notified that a visually handicapped student has been added to your class list and will be mainstreamed into your class. Given the list of characteristics below and given example situations and tasks which might contribute to the student's failure, list other suggestions which might be used in your class. Look at classroom adaptations given and suggestions of how you might adapt.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
Cognitive Skills		
1. Possesses normal intelligence and potential for educational achievement unless an identified mental handicap exists in addition to the visual handicap.	1. Excluding student from regular classroom activities and responsibilities due to questionable intellectual ability: a) reports or presentations b) lab/shop activities c) maintenance responsibility d) responsibility for personal belongings e) assisting the instructor	1. Encourage the student to take responsibility as part of the group: a) call on the student during class discussions the same as any other student. b) expect participation and leadership in group projects. Have peers assist in deciding what the student's share in the project should be. c) Expect student to care for personal belongings the same as other students. One exception might be the need to designate storage area for special equipment in the classroom, such as tape recorder, brailler, etc.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		d) Allow the student to take a turn in running errands, checking in equipment, distributing papers, etc. e) If participation is an activity is impossible never have student sit idle. Provide an alternate activity with a similar objective. Ask the vision resource teacher for suggestions and help with materials. f) Require the same standard of behavior from the student as you would for any other student. g) Expect the student to ask questions when concepts or explanations are not clearly understood.
2. Inability to rely on sight to determine the relationship of one subject to another. a) Poorly developed concept of space. b) Poorly developed concept of an object. i) shape ii) size	2. Assigning tasks which require prior knowledge of the relationships of objects to one another or tasks where shape and size are of importance.	2. a) When relationships, shape or size are factors in completing a task successfully, give the student specific verbal and tactile instruction on the information prior to assigning the task. Have other students assist in the process.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		b) Explain meaningful terms related to shape and size and relationship of objects that pertain to your field prior to the lesson which requires application of the terms. c) Use auditory and tactile demonstrations to each relationships, size, and shape. i) Give verbal description of locations, shapes, etc. ii) Turn machinery on to give auditory clues for differentiating each machine, etc. iii) Give clear, detailed descriptions which outline the total picture. Don't point. Verbalize visual clues. d) Specifically teach the the shapes of signs, equipment, etc., when necessary for skill achievement. e) Have the student follow your hand while performing a task. Have

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		the student handle the materials or assist in demonstration period. Allow the student to stand next to or to the side of the demonstration. Never stand with your back to the window where glass or light silhouette your demonstration.
	3. Using abstract references which indicate shape, size, direction, etc.	3. Avoid using abstract terms such as over here, this fastens on there, right there, etc.
	4. Your suggestions:	4. Emphasize to the student the importance of communicating tactile and auditory clues to memory for future reference.
		5. Use models to illustrate the space and form of an object.
		6. Use logical, sequenced instructional procedures to assist the student in unifying information to form a complete image of the whole concept being taught.
		7. Your suggestions:

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
Physical Skills		
1. Unable to use senses other than sight to establish one's position and functional relationship to objects in the environment.	1. a) Ignoring the fact that initial disorientation is common when in new surroundings.	1. a) Provide an orientation activity for the student before class has begun to be certain that she/he has been made aware of such things as: 1. seating arrangements 2. his/her desk 3. teacher's desk 4. waste paper basket 5. pencil sharpener 6. front and back of room 7. electrical outlets 8. equipment routinely stored in room 9. directions for emergency drills
	b) Expecting a student unfamiliar with the physical arrangements of the classroom, seating, equipment, doorways, etc., and possibly the entire building to complete assignments successfully.	b) Use key points of reference to teach location. Provide an orientation for the class regarding the new student's abilities as well as disabilities.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
	c) Giving demonstrations in class by only pointing to specific parts or locations. For example: pointing to a switch and saying "This turns on the machine."	c) Instruct the student to remind others that orientation is necessary when the student is introduced to new situations.
	d) Expecting the student to respond to visual clues: nods, pointing, facial expressions.	d) Encourage other students to be helpful yet not doing the student's work.
	e) Constantly changing or reorganizing physical arrangements.	e) Seat the student in a position where you can be heard clearly and where there is adequate lighting.
		f) Address the person using his/her name. Don't talk to the student through another person.
		g) When approaching the student outside the class, always state your name.
		g) Use verbal description and locations during instruction.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
2. Experiences difficulty in moving safely, efficiently and comfortably from one place to another within the environment by using senses other than sight.	2. a) Expecting the student to move immediately around facilities unaided.	2. a) Find a peer in the class to serve as a guide for the student during the first couple of weeks in the room and in case of disaster drills. Great care should be exercised in selecting the guide. This peer must be a willing assistant.
	b) Being uneasy about correcting inappropriate behaviors of the student or expecting too much.	b) Allow a reasonable amount of travel time between classes as well as more time for completing assignments.
	c) Having a general uneasiness about having the student in the classroom.	c) Assess and attend to orientation and mobility concerns before beginning any instruction or making any assignments. This will take more time at first, but not on a continuous basis.
	d) Allowing unnecessary noises during classroom instruction or demonstration.	d) Inquire if the student has had formal orientation and mobility training. If not, seek these
	e) Your suggestions:	

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		through the school district. They are vital for future employment success. e) Teach skills that will lead to independent functioning. The more the student relies on personal skills, the more acceptable the student is to employers, fellow employees, relatives, friends, and associates. f) Modify training procedures to best prepare the student. g) Examine your own attitudes toward working with a blind person. Positive acceptance is essential. h) Be alert to detect extraneous noises that might be masking the auditory cues necessary for getting around easily and for instructional purposes. i) Include the student in all activities. Make adaptations when needed.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		j) Expect the student to move about the classroom to obtain materials or visual information. k) In labs/shops devise work habits that keep the work area clean. Example: When pouring liquid the student should be taught to do it over a large pan. Use safety precautions: i) Doors should be all the way open when in use and all the way closed at any other time. ii) Notify the student of any changes in the physical arrangement in the room. iii) Keep electrical cords and protruding handles out of the way. iv) Avoid noises that mask a hazard. v) Avoid undue glare or shadow effects that mask a hazard. vi) Equip all machines with appropriate and adequate safeguards.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		vii) Teach tool handling and demand complete competence before allowing independent use. viii) Install tactile or auditory safety devices when necessary.
Communication Skills		l) Your suggestions:
1. Unable to read standard print materials, visual presentations, and three-dimensional instructional aids.	1. Exclusive use of: a) standard print textbooks b) audio-visual instruction films filmstrips video-tape recordings charts overhead transparencies c) other visuals graphs photographs 3-D models	1. Encourage the student to use adaptive aids. Provide a space for storing them.
2. Has relied upon other senses more heavily and, therefore, often have developed more fully skills in areas involving other senses.	2. Requiring large amounts of written assignments, notetaking and/or tests.	2. Have the student use brailler or enlarged print textbooks.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
	3. Failure to make necessary instructional modifications.	3. Use visuals with heavy dark print.
	4. Failing to use appropriate aids or instructional resources to assist in making modifications.	4. When using the chalkboard or showing filmstrips or films, read the titles aloud. Have student sit close to the screen.
	5. Nagging the student about holding a book close to the face. Sometimes this is needed to see and it does not injure vision.	5. Have a student relate or describe what is happening during a film or filmstrip to the visually impaired student.
	6. Showing films or using the chalkboard without giving verbal descriptions or providing copies of notes.	6. Allow the student more time for reading assignments as "touch" reading is more time consuming.
	7. Failure to help the student use other senses in learning classroom materials.	7. Give written tests, study sheets, etc. to vision resource teacher to braille or make arrangements for an oral test.
	8. Your suggestions:	8. If the student can type, require that written assignments be typed.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		9. Accept tape-recorded responses to study questions. Record your remarks or write them and give then to the vision resource person to braille.
		10. See that the student has access either to a brailler or a tape recorder for note taking in class. Other aids might include records, electronic devices, volunteer aids, etc. In addition to large-print books, magnifying lenses and closed circuit TV can be used for partially sighted students.
		11. Speak, act, and plan teaching activities as you normally would, but a) Recognize when an adaptation will be necessary. b) Know who and what resoureces are available to you and the student and use them.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
		c) Don't worry about using words such as "blind," "look" or "see" when you are speaking. They will not offend. 12. Use black ink, it is easier for large-print readers to read. 13. Give student a desk copy of maps, charts, diagrams used in class instruction. 14. Give the student copies of all class notes for studying with another student. Or, ask another student to make a carbon copy of his/her notes. 15. Your suggestions:

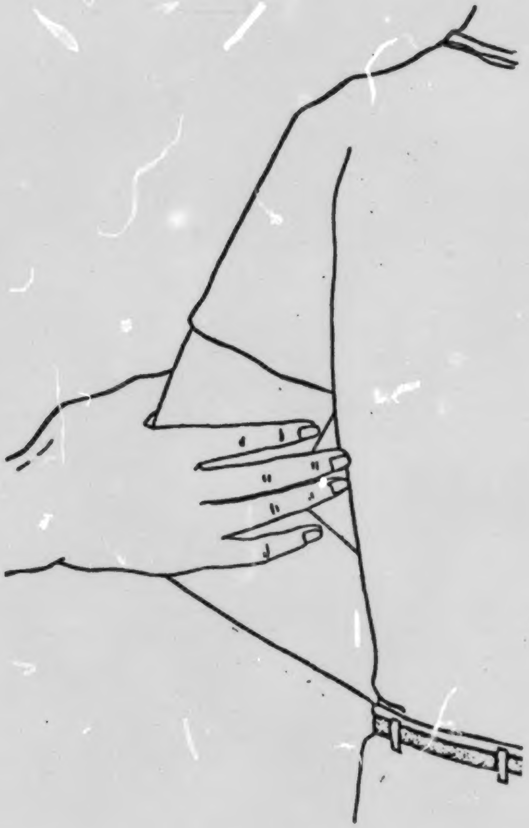
Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
Social Skills		
1. Need interaction and acceptance by others just as normal students.	1. Isolating the student in classroom activities.	1. Expect acceptance and positive attitude toward the student from peers and other instructors.
2. No inherent emotional problems should be expected due to visual handicap.	2. Negative attitudes from instructor or classmates.	2. To encourage a positive atmosphere discuss problems which arise with persons involved.
3. Attitudes of others bear on self-esteem and self-image.	3. Failure to incorporate independent learning skills into the training program.	3. Encourage the student to take leadership positions just as other students do.
4. Able to become an independent adult with training.	4. Accepting two differenct standards of behavior--one for the visually impaired student and one for the other students.	4. Apply the same disciplinary rules for all, including the visually handicapped student.
5. Exhibits inappropriate behavioral mannerisms such as rocking, eye poking, looking away from speaker, etc.	5. Allowing the student to exhibit inappropriate mannerisms such as eye poking, rubbing eyes, rocking, facial contortions, gestures, extra movements, etc.	5. Encourage good posture and use behavior management techniques to eliminate inappropriate mannerisms.
6. Inappropriate behavior due to lack of visual behavior models, e.g. dress, body movements, etc.	6. Ignoring untidy or inappropriate dress, hair style, gait or posture.	6. Encourage as much independence as possible in normal class routine. Work toward total independence and social acceptance.

Characteristics	Examples of Situations and Tasks Which Would Cause Problems for a Visually Handicapped Student in Your Classroom.	Classroom Adaptations
	7. Your suggestions:	7. Encourage the student to look in the direction of the speaker.
		8. Encourage the student to participate in extra-curricular activities.
		9. See that notices of activities or other announcements are brailled and posted in a familiar spot on the bulletin board.
		10. Assist the student through guided instruction on personal appearance, gait, posture, etc. Help the student devise a system for dressing appropriately alone through braille tags, color markers, etc.
		11. Your suggestions:

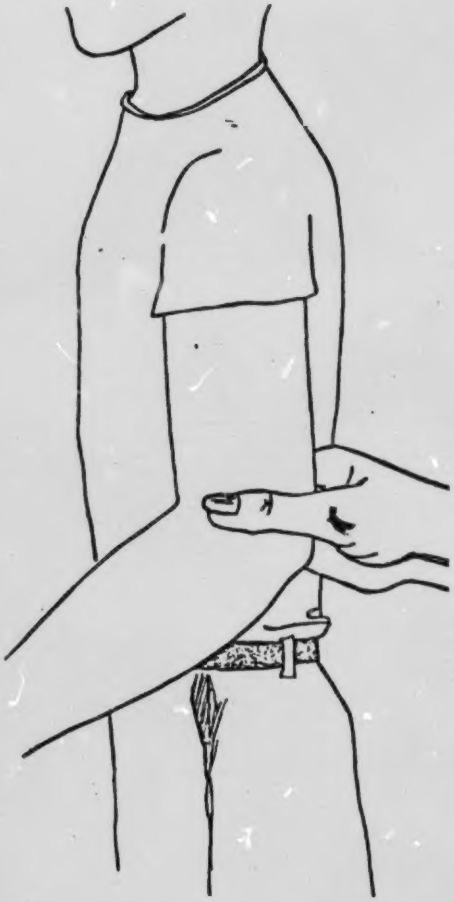
Special Considerations: Visual Impairment: Transparency A

Acting As A Guide

GRIP USED WITH SIGHTED GUIDE
(BACK VIEW)



GRIP USED WITH SIGHTED GUIDE
(SIDE VIEW)



INSTRUCTION CARDS FOR THE DEMONSTRATION IN PART II

Make 4 instruction cards by duplicating, cutting out, and pasting the instructions provided below on (3x5) index cards to be used in the demonstration in Part II.

Sighted Guide

Card #1

The guide takes his/her position beside the visually impaired person and makes contact with back of hand to back of hand or forearm to forearm. The visually impaired person grasps the guide's arm just above the elbow, fingers on the inside, thumb on the outside, and assumes a position approximately one-half step behind the guide. The grip is just firm enough to maintain contact. The guide's arm is positioned next to the body of the visually impaired person.

Giving Directions to a Blind Person

Card #2

Give verbal directions to a blind person for exiting from the room. Be as clear as possible in describing left or right according to the way the person is facing. Remember that it does not help to point.

Assisting a Blind Person in Being Seated

Card #3

When showing a blind person to a chair, put the person's hand on the chair back first. The person will then be able to sit down easily.

Instructions for the "Blind" Volunteer

Card #4

Close your eyes to eliminate any vision. Respond to all directions given in the demonstrations without any assistance from visual information.

Methods and Materials

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Special Considerations: Behavior Disorders

Objective:

To adapt curriculum to meet the needs of the behavior disordered student in their class.

Time Required For Presentation: 30-60 minutes

Part I - 15 minutes
Part II - 15 minutes

Application Activities (optional) 30 minutes

Equipment Needed: none

Materials To Be Duplicated:

Handout #1, #2, #3
Evaluation Form

Packet Contents:

Instructions for Presentation
Handout #1 - Billy the Kid
Handout #2 - Adaptations for Teaching Behavior Disordered Students
Handout #3 - Techniques for Changing Classroom Behavior

Resources And References:

Long, J. J., Morse, W. C., & Newman, R. G. Conflict in the Classroom: The education of emotionally disturbed children. Belmont, CA: Wadsworth Publishing Co., Inc., 1976.

Meyen, E. L. Exceptional children and youth: An introduction. Denver, CO: Love Publishing Co., 1978.

RESOURCES AND REFERENCES: (Continued)

Redl, F., & Wineman, D. The aggressive child. New York: The Free Press, 1957.

Brown, B. Billy the Kid. Unpublished. Robertson High School, Las Vegas, New Mexico.

Directions for Presentation

OVERVIEW

Inappropriate behavior in the classroom reduces teacher effectiveness and prohibits student learning. Classroom behavior problems are more obvious to teachers and students than learning problems because they are more visible. Teachers need to abe able to identify and deal with these behavior problems to maximize learning in their classroom. For the behavior disordered student in their classes, teachers need to know specific curriculum adaptations and behavioral techniques in order to ensure learning success for these students.

The activities in this session are intended to: 1) provide information about the behaviors exhibited by the behavior disordered student, 2) discuss how to make curriculum adaptations, and 3) describe how to apply specific behavioral techniques to change inappropriate classroom behaviors.

The session is divided into two parts as follows:

Part I - Participants identify and discuss curriculum adaptations for use with behavior disordered students.

Part II - Participants identify and discuss specific behavioral techniques for changing the classroom behavior of behavior disordered students.

INTRODUCTION

Distribute Handout #1:
Billy the Kid

Paraphrase: How does it feel to have a behavior disorder?

Definition of behavior disorder:	The behavior disordered or emotionally disturbed student has been defined as one who exhibits these patterns of behavior:
1. Inability to learn. 2. Unsatisfactory relationships. 3. Inappropriate behavior. 4. Unhappiness. 5. Repetitive symptoms of illness after stress.	1. Inability to learn. 2. Unsatisfactory interpersonal relationships. 3. Inappropriate behavior. 4. Unhappiness. 5. Repetitive symptoms of illness after stress.
	Think how it must feel constantly to face failure. Behavior disordered students have experienced more failures than successes.
Allow 5 minutes for participants to read Handout #1.	The story of Billy the Kid will help you understand how a behavior disordered student reacts in a classroom. It will also describe how one teacher applied positive adaptive techniques to keep this student in class.
Discuss: Emphasize the positive techniques used to deal with Billy's behavior: 1. Kept him in class. 2. Gave him an outlet for his inappropriate behaviors - speech class. 3. Reinforced his successes.	Discuss how this teacher used a creative and flexible approach to help Billy learn.

PART I

Distribute Handout #2: Adaptations for Teaching Behavior Disordered Students

Explain the activity and discuss the participants' suggestions.	Characteristics observed in students' behavior have been listed on the left-

Take one behavior characteristic at a time:

1. Using Handout #2, explain situations that might trigger inappropriate behavior in class and suggested adaptations. Ask participants to write additional situations.
2. In column #3 ask participants to write an additional suggestion appropriate to the subject area.
3. When discussing additional suggestions, reinforce positive suggestions.

hand column of Handout #2. The second column gives assignments or situations that could trigger inappropriate behavior from the behavior disordered students. Add situations which might trigger inappropriate behavior in your classroom.

After considering the behaviors and situations listed on Handout #2, examine the third column which lists adaptations to curriculum that might eliminate problems in your classroom. Several suggestions have been given; see if you can contribute other activities that would be effective. Include those which are necessary for your subject area.

PART II

Distribute Handout #3: Techniques for Changing Classroom Behavior

Paraphrase:

Educational goals:

1. Restoring trust.
2. Succeeding in school.
3. Finding community resources.
4. Unlearning inappropriate habits.
5. Improving self-image.

The educational plan for behavior disordered students includes the following goals:

1. Restoring to the student some trust in adults.
2. Helping the student succeed in school.
3. Mobilizing community resources to help the student.
4. Helping the student unlearn some specific habits that cause rejection by family, school or friends.
5. Helping the student improve his/her self-image, that is, get him/her to like himself/herself.

Establish a positive relationship. Approaches to develop:	What are the requirements for establishing a positive relationship with these students? Two things are essential:
1. Ability to receive hostility without reacting in kind.	1. Develop the ability to receive large doses of hate, aggression, and hostility without reacting in kind to the students who transmit them.
2. Ability to identify nonverbal clues which indicate student's inner thoughts and feelings.	2. Develop the ability to identify clues, other than verbal ones, which students provide as indicators of their inner thoughts and feelings.
Learn to analyze behavioral clues.	These two skills allow a teacher to accept or understand certain behaviors without controlling them. By developing these two approaches in responding to students, teachers can learn to deal with inappropriate behaviors without taking them as personal affronts and to discover behavioral clues which reveal the students' emotional states and emotional needs.
Using Handout #3, take one behavioral technique at a time:	
Explain activity. 1. Define and describe the technique in column #2. 2. Ask participants to write an example for using this technique in their classroom using column #3. 3. Discuss examples given. Reinforce positive application of these techniques.	Handout #3 presents techniques used to change behavior in a classroom. The second column describes the technique and tells when it may be used. Think of situations in your classroom when each technique might be used.

APPLICATION ACTIVITY (Optional)

Explain the activity.

Allow 10-15 minutes for group preparation and 15-20 minutes for group presentation.

Discuss how each technique can be implemented in the classroom after each role play.

Divide participants into 12 different small groups. Have each group:

1. Select one technique for changing classroom behavior, Handout #3.
2. Prepare a role play of a classroom situation which demonstrates the technique.
3. Present the role play situation to all participants.

SUMMARY

Paraphrase:

1. The techniques are useful for any class.
2. Consistency from day to day makes them effective.

The behavioral techniques we have just discussed have merit for use with any classroom situation. However, in dealing with behavior disordered students, they must be applied with consistency. This is the key to success. These students must have the day-to-day structure of knowing what is expected of them.

FOLLOW-UP ACTIVITY

Explain assignment.

Schedule sharing session.

Have each participant try at least two techniques during the next week and share the outcomes with the other participants. (Optional - a brief written description can also be prepared.)

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

BILLY THE KID

I teach in the Southwest in an area that was at one time the real-life stomping ground for the notorious Billy the Kid. But I'm not thinking of the famous western outlaw but of another wild kid, whose classmates in Utah's high mountain country dubbed him with the nickname of the bandit.

Three years ago, Billy the Kid was a sophomore -- good-looking, arrogant, clever, and an all-round F student. He didn't have any notches on his gun, but the number of teachers who had outlawed him from their classrooms was already a local legend.

When I first saw him, he was sitting in the library reading comic books, having been kicked out of all his classes, including gym. With all the blissful ignorance of a young teacher, I cordially invited him into my English class. He hadn't been there long, however, before I felt a deep rapport with the three previous English teachers who had booted him out. My only wonder was that they hadn't shot him!

Among Billy's exploits were: Jumping out of the classroom window into a lilac bush two floors below; exploding a firecracker under the radiator; putting a dirty sign on the chalkboard and lobbing a rotten orange into my bookcase.

He cheated on his exams and sweet-talked various little girls in the class into writing his themes, which he then laboriously copied over in his own handwriting.

I was at my wit's end. I knew that a lecture from me about the moral aspects of cheating would bring only a hoot and some unprintable words to his lips.

One morning when he cockily handed me a term paper I knew he hadn't written, I grabbed him by the neckband of his tee shirt and started marching him to the principal's office. Then I happened to glance down at his face. It was flushed with triumph. He had managed to get himself thrown out of class again. Quickly, I put him in reverse and marched him back into the classroom. The class was even more startled than Billy was. They were used to seeing him leave a class, but having a teacher bring him back was something new.

I took advantage of the moment to commend the girl who had written Billy's term paper for her unselfishness, saying that though her own term paper had rated only a B, the one she had written for Billy was so good I was giving her an extra A in the roll book.

"What kind of grade are you giving me, an F?" asked Billy.

"No, Billy, I'm giving you a C for your powers of persuasion. It must have taken a lot of imagination to con someone into doing his own theme and yours too. Besides, you went to all the labor of copying the theme over in your own handwriting, just to fool me into thinking you had done the assignment. I think such great effort should be rewarded."

After class, Billy waited by my desk. "I've been thinking it over," he said. "As long as you're on to me anyway. I may as well write the blankety-blank themes myself."

"I was hoping you might say that, Billy."

At the door, he turned again, "You mean, you'd actually give me as much as a C on something I wrote myself?"

"Maybe even more," I said.

"Nobody's ever given me anything higher than a D before. You sure are a nutty dame, I mean, teacher."

But there was a pleased look on his face as he closed the door.

Shortly after that, I was trying to line up contenders for the valley speech tournament. I had entrants for everything but the pantomime division. I was trying to scare up an entrant when Billy sauntered by my door. Why, he's a natural, I thought. This year's subject was a misbehaving schoolboy. All Billy would have to do would be to act out some of the less censorable scenes from his daily life.

"Billy, come in here a minute," I called. When he had heard my proposal, Billy thought I must be completely out of my mind. In fact, he was in such a state of shock he forget to turn me down.

The principal thought I was well-intentioned but horribly misguided. After all, the athletic department was still feeling the pinch of being forced to pay for the damage Billy had done to his motel room when they had taken him to the basketball tournament, which was seldom.

Came the great night of the valley speech meet. When the smoke of competition had cleared away, almost everyone felt that a great calamity had befallen our school: Billy, in five minutes of being himself on stage, had bested all comers and had been selected to represent the entire valley in the state speech meet at the university.

Next day at lunch the coach spoke for the whole faculty when he said to me, "Ok, Brownie, so the little monster won. Now, how are you going to get him down to the state capital without using handcuffs and leg irons?"

The principal said quietly, "The honor is such a shock to him, I think it's scared him into behaving, but, just in case, my wife and I'll go along that weekend as auxiliary policemen."

. . .It was the last day of school, and the annual spring award assembly was going into the home stretch. When the principal came to the final award, he turned to me. "Why don't you make this one?" he said.

Slowly, I walked to the stand and called out Billy's name. The students all sensed what was coming. As Billy made his unbelieving way to the rostrum to receive the first public commendation he had ever received in his life, the students went wild. They scrambled to their feet and gave him a roaring, deafening ovation that lasted until after I handed him his special citation from the university drama department for his outstanding performance at the state speech meet.

The memory of the applause is heart-warming, and so are the reports on Billy which drift back to me from the mountains. True, Billy was only being himself, but he had discovered a very productive way of just being himself. A few days ago, I stood with my small son on the Spanish Plaza where the real Billy the Kid had played out one of his last tragic adventures. I couldn't help wondering if perhaps history might not have been changed if someone had invited that Billy to enact his bold dramatics on some torch-lit stage along the Santa Fe Trail.

(A true story written by Bernice Brown, Teacher of Senior English, Robertson High School, Las Vegas, New Mexico.)

ADAPTATIONS FOR TEACHING BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
1. No time concepts.	1. a) Giving long-range assignments such as packets or units that extend over several days or weeks. b) Your suggestions:	1. a) Use daily assignments. b) Use timer to achieve an awareness of time concept. c) Shorten assignments so student can see an end to work. d) Your suggestions:
2. Easily frustrated.	2. a) Being critical. b) Not being accessible when problems first develop to provide immediate intervention. c) Your suggestions:	2. a) Start students working but don't give all of the answers. b) Make it easy for them to ask for help. c) Your suggestions:

ADAPTATIONS FOR TEACHING BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
3. Does not face reality.	3. a) Establishing vague rules. b) Inconsistently enforcing rules. c) Not telling students consequences for inappropriate behavior until they have broken rules. d) Your suggestions:	3. a) Tell students the rules. b) Make rules simple. c) Let students know beforehand what will happen if rules are broken. d) Your suggestions:
4. Needs immediate reinforcement.	4. a) Failing to grade papers immediately so that students know what they have done right and where help is needed. b) Your suggestions:	4. a) Let students know where they stand. b) Make students understand that if they need help they are not "stupid." c) Your suggestions:

ADAPTATIONS FOR TEACHING BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
5. Easily disturbed.	5. a) Conducting unorganized classes. b) Not planning lessons at appropriate difficulty level. These situations cause too much unsupervised activity in the classroom. c) Your suggestions:	5. a) Establish individual office areas for problem students. b) Make assignments for problem students which have less difficulty but provide appropriate practice of new skills. c) Your suggestions:
6. Symptoms of illness (headaches, stomach-ache, etc.)	6. a) Allowing stressful classroom situations to develop or failing to recognize their occurrence. These situations result in the student's inability to even start prescribed assignments. b) Your suggestions:	6. a) Eliminate "reason" for stress causing headache, etc. b) Reassure students that honest effort is important and mistakes can be helpful, if analyzed for future application of the appropriate response. c) Your suggestions:
7. Inability to control urge to run down halls or "wide open spaces."	7. a) Allowing too much "open space" in classroom. b) Your suggestions:	7. a) Divide room to prevent too much freedom of movement. b) Assign a seperate work area for specific student. c) Your suggestions:

ADAPTATIONS FOR TEACHING BEHAVIOR DISORDERED STUDENTS

Behavior	Classroom Situation or Assignments That Might Trigger Inappropriate Behavior in Your Classroom.	Classroom Adaptations
8. Being picked on by other students.	8. a) Allowing students to "pluck your strings" or allowing students to make you mad. Example: tipping chairs, kicking, talking out, out of seat, cussing, go to restroom, etc. b) Allowing students the freedom to move about the room to make remarks to one another. c) Your suggestions:	8. a) Set rules so students know beforehand what the consequences are for fighting, cussing, etc. Then, you don't need to get mad. The punishment is already established. b) Set specific work territories for students with problems and allow no trespassing by other students into this area. c) Observe class at all times to intercede when other students begin to make remarks about students who have a history of having problems. d) Establish a rule that each student is required to mind no one's business but their own. e) Your suggestions:

Special Considerations: Behavior Disorders: Handout #3

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
1. Planned ignoring.	1. If behavior will not spread, it is wise to ignore or not attend to it. Teacher responds to motivation of the behavior not the manifestation of behavior.	1.
2. Signal interference.	2. Teacher develops a variety of signals that communicate to the student a feeling of disapproval and control (eye contact, hand gestures, snapping fingers). More effective at beginning stages of misbehavior.	2.
3. Proximity control.	3. Teacher just stands, sits or works near a student who is having difficulty.	3.
4. Interest boosting.	4. Teacher brings the students back to the class work. If they are losing interest, ask them a question, make them see you want their opinions and are interested in them.	4.

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
5. Tension decontamination through humor.	5. Teacher uses humor to clear the air and make everyone comfortable. This demonstrates to the students that the teacher is secure and that he/she can be relied on during stressful periods.	5.
6. Hurdle lessons.	6. Teacher assigns a preplanned alternate activity to a student who becomes easily frustrated but does not ask for teacher help. The activity should involve motor activity and should be different from the task which caused the frustration. This allows transfer of frustrations to the motor behavior. Another student should be identified to assist the student in completing the alternate activity. Have instructions for the alternate activity prepared and required materials available to avoid need for supervision.	6.

Behavioral Techniques	Definition	Examples of Use in Classroom
7. Reconstructing the classroom program.	7. If an activity of discussion topic creates a problem, change the class activity immediately. The excitement or verbalization is then channeled into a constructive activity. Example: If a student becomes very hostile during a class discussion, stop the discussion immediately and have the class work on an individual project or assignment.	7.
8. Support the routine.	8. The teacher establishes guidelines for behavior. This structure establishes limits and goals that are within the limits of the students and the teacher which insure success and security for the students.	8.
9. Direct appeal to value area.	9. Teacher may appeal to: a) relationships between teacher and students b) facts related to the situation c) student's group code d) teacher's power of authority The technique involves being able to say "no" without being angry and to say "yes" without feeling guilty.	9.

TECHNIQUES FOR CHANGING CLASSROOM BEHAVIOR

Behavioral Techniques	Definition	Examples of Use in Classroom
10. Removing seductive objects.	10. The teacher evaluates and removes objects that have magnetic appeal and elicit a particular kind of inappropriate behavior from students. If not, the teacher must accept disorganization as a consequence.	10.
11. Antiseptic bouncing.	11. The teacher simply removes the students from the problem area, such as an errand, until they are able to respond to verbal control. The aim is not to punish but to protect and help them get over feelings of anger, uncontrollable laughter, or any other emotion that has gotten out of control.	11.
12. Physical restraint.	12. Technique is not used often but provisions sould be made in case you need help. Once in a while a student loses complete control and threatens to injure himself and others around him. In such cases a student needs to be restrained physically. A call to the office for assistance should be made.	12.

PARTICIPANT EVALUATION SCALE

PARTICIPANT EVALUATION SCALE

Inservice Session: ____________________ Date: ____________

Please circle the number which best expresses your reaction to this inservice session using each of the following items:

		EXCELLENT						POOR
1.	The organization of the session was:	7	6	5	4	3	2	1
2.	The objectives of the session were:	7	6	5	4	3	2	1
3.	The work of the presenter(s) was:	7	6	5	4	3	2	1
4.	The ideas and activities presented were:	7	6	5	4	3	2	1
5.	The scope (coverage) was:	7	6	5	4	3	2	1
6.	My attendance at this session will be of value to me.	7	6	5	4	3	2	1
7.	Overall, I consider this session:	7	6	5	4	3	2	1

8. Do you feel a need for additional information about the topic? YES NO

9. If yes, on what topics? ______________________________

____

10. Comments:

Thank you..

VEIT PROJECT

Vocational Education Inservice Training

Training Modules
Volume 2

The Department of Special Education

School of Education

THE UNIVERSITY OF KANSAS

EC 140359

VEIT PROJECT

Vocational Education Inservice Training

PROJECT COORDINATOR

Madelyn K. Regan

PROJECT STAFF

Patricia Clark
Pegi Denton
Patricia Wrobel

Department of Special Education
School of Education
University of Kansas Medical Center
Children's Rehabilitation Unit/
University Affiliated Facility
Kansas City, Kansas 66103

During the development and field testing of the inservice training modules, the following served as contributing writers for the first draft of several of the modules:

Joan Brixey
Natalie Combs
Sidney Fitch
Kathleen Kormeck
Delores Larson
Susan Nolan
Edward Pieper
Julie Radtke
Geraldine Scully

The product presented herein was prepared pursuant to Grant No. PR#45(AH6-0627) with the Bureau of Education for the Handicapped of the Office of Education, U. S. Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education; no official endorsement by the U. S. Office of Education should be inferred.

TABLE OF CONTENTS

Volume 1

Scope and Sequence of Inservice Training Modules

I. Awareness of Exceptionality

1. Overview: Characteristics of Special Needs Students Cherry
2. Awareness of Personal Strengths and Weaknesses Cherry
3. Simulation: Test Anxiety Cherry
4. Simulation: Hearing Impairment Cherry
5. Simulation: Learning Disability Cherry
6. Simulation: Mental Retardation Cherry
7. Simulation: Orthopedic Handicaps Cherry
8. Simulation: Reading Problems Cherry
9. Simulation: Visual Impairment Cherry

II. Diagnosis and Assessment

1. Matching Reader Ability and Text: The Cloze Procedure Blue
2. Objective Grading and Test Preparation Blue
3. Matching Job Duties and Learner Profiles Blue

III. Methods and Materials

1. Analyzing Instructional Materials: Establishing Readability Yellow
2. Analyzing Instructional Materials: Beyond Readability Yellow
3. PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials Yellow
4. Procedures for Simplifying Written Communication Yellow
5. Using the Textbook as a Learning Tool Yellow
6. Individualizing Instruction: IEP's and Instructional Objectives Yellow
7. Adapting Printed Materials to Meet Individual Needs Yellow
8. Developing a Learning Activity Packet Yellow
9. Teaching Problem Solving Yellow
10. Special Considerations: Hearing Impairment Yellow
11. Special Considerations: Learning Disabilities Yellow
12. Special Considerations: Mental Retardation Yellow
13. Special Considerations: Orthopedic Handicaps Yellow
14. Special Considerations: Visual Impairment Yellow
15. Special Considerations: Behavior Disorders Yellow

Participant Evaluation Scale Green

Volume 2

Scope and Sequence of Inservice Training Modules

IV. Classroom Management and Organization

1. Analyzing Performance Problems Pink
2. Motivational Deficiency and Positive Reinforcement Pink
3. Contracting for Learning: Contingency Contracting Pink
4. Constructive Confrontations Pink
5. Individualizing Instruction: Techniques Pink
6. Individualizing Instruction: Working with Groups Pink
7. Techniques for Interaction I: Recognizing Feelings Pink
8. Techniques for Interaction II: Clarifying Issues Pink
9. Techniques for Interaction III: Listening Plus Pink
10. Techniques for Interaction IV: Types of Responses Pink
11. Time Management Pink

V. Use of Resources

1. Instructional Resources Available in the School Salmon
2. School District Support Services Salmon
3. Community Resources Salmon

VI. Follow-up Sharing Session

1. Sharing Session for Follow-up Activities Buff

Participant Evaluation Scale Green

SCOPE AND SEQUENCE OF INSERVICE TRAINING MODULES

KEY

1, 2, 3 ... = Suggested order of presentation
√ = Should be used
+ = Can be used depending upon focus of workshop, needs of participants, etc.

	CHARACTERISTICS							ATTITUDES										TECHNIQUES							READING AND MATERIALS									SPECIFIC SKILLS									RESOURCES		
	GENERAL OVERVIEW	MENTAL RETARDATION	HEARING IMPAIRMENT	ORTHOPEDIC HANDICAPS	VISUAL IMPAIRMENT	LEARNING DISABILITIES	BEHAVIOR DISORDERS	UNDERSTANDING THE SNS	GAINING INSIGHT INTO CURRENT TNG PRACTICES	DEVELOPING POSITIVE TEACHER ATTITUDE TOWARD SNS	PREPARING CLASSMATES FOR ACCEPTANCE OF SNS	PARENT AWARENESS OF SNS	EXCEPTIONAL STUDENTS SELF-UNDERSTANDING OF SPECIAL NEEDS	PREPARING COUNSELORS FOR MAINSTREAMING SNS	PREPARING ADMINISTRATORS FOR MAINSTREAMING SNS	ASSESSING PERSONAL ATTITUDES RE SNS	DEVELOPING COMMUNITY AWARENESS OF SNS	INDIVIDUALIZING INSTRUCTION	MOTIVATING STUDENTS	MANAGING CLASSROOM BEHAVIOR	ADAPTING LEARNING ENVIRONMENT FOR SNS	DEALING WITH BEHAVIOR PROBLEMS	PROBLEM SOLVING FOR STUDENTS	RECOGNIZING AND DEALING WITH OCCUPATIONAL HAZARDS FOR SNS	DEALING WITH READING DEFICITS IN CLASSROOM	DEVELOPING MATERIALS FOR SNS	MATERIALS SELECTION, CONSIDERING SNS	ADAPTING MATERIALS FOR SNS	EVALUATING TEXTBOOKS FOR SNS	TEXTBOOK AS A LEARNING AID	TEXTBOOK SELECTION, CONSIDERING SNS	DEVELOPING TEACHER-MADE MATERIALS	TRAINING STUDENTS TO ADAPT MATERIALS FOR SNS	COMMUNICATION SKILLS WITH SNS	SURVIVAL SKILLS FOR TEACHERS	SURVIVAL SKILLS FOR STUDENTS	UPDATING TEACHING SKILLS	ASSESSNENT OF LEARNING PROBLEMS	TEACHING TOWARD DIFFERENT LEARNING STYLES	ASSESSING TEXTBOOK LEVEL OF DIFFICULTY	DEVELOPING LEARNING PACKETS	PROBLEM SOLVING	OBTAINING SUPPORT SERVICES FOR SNS	COMMUNITY AND GOVERNMENT RESOURCES	PARENTS AS UNTAPPED RESOURCES
Overview: Characteristics of Special Needs Student	1	+	+	+	+	+	+	1	3	2	2	2		1	1	1	1	1			1	+	+		3	2	2	2	2		1	2	2	2			2	1			√	+	1	1	1
Awareness of Personal Strengths and Weaknesses	2	+	√	√	√	√	√	√	4	3	3	3	1	2	2	2	2	2	1	1	√	+	1		2	+							3	1	1	1	3	√	2		√	1			2
Simulation: Test Anxiety	√	+	√	+	+	√	2	√	2	3	4+	1+		√	3	3+		+			2+	+			+	+	√	√	√			+		3+			+	√	3+		√				3+
Simulation: Hearing Impairment	√	+	1	+	+	+	+	√	+	4	4+	4+	2+	3	4	3+	3	3+			2+			1+	√	+	3+	3+			2+			3+	+		+	2+	3+		√				3+
Simulation: Learning Disability	4	+	+	+	+	1	√	√	+	5	4+	4+	2+	4	5	3+	4	3+			2+	1	2	1+	4	+	3+	3+			2+			3+			+	2+	3+		√				3+
Simulation: Mental Retardation	√	1	+	+	+	+	+	√	+	6	4+	4+	2+	5	6	3+	5	3+			2+			1+	√	+	3+	3+			2+			3+			+	2+	3+		√				3+
Simulation: Orthopedic Handicaps	√	+	+	1	+	+	+	√	+	7	4+	4+	2+	6	7	3+	6	3+			2+			1+	√	+	3+	3+			2+			3+			+	2+	3+		√				3+
Simulation: Reading Problems	3	√	+	+	√	√	1	√	1	1	1	1	2+	7	8	3+	7	4			2+	2		1+	1	1	1	1	1	1	2+	1	1	3+	+		1	2+	1	1	1				3+
Simulation: Visual Impairment	√	+	+	+	1	+	+	√	+	8	4+	4+	2+	8	9	3+	8	3+			2+			1+	√	+	3+	3+			2+			3+			+	2+	3+		√				3+
Matching Reader Ability and Text: The Cloze Procedure	+	+	√	+	+	√	√	+	√	√					√			5			+	√			5	+		5	√	2		√			2		3	3	√	3	√				
Objective Grading and Test Preparation	+	+	+	+	√	√	√	+	5	10					√	5		√	√	√	+	√			8	+		8				3			3		5	4	√						
Matching Job Duties and Learner Profiles	+	+	3	3	3	3	4	+	+	√				√	√			√	√	√	√			3	9	+	√	+				+			4		√	√	√		3				√
Analyzing Instructional Materials: Establishing Readability	+	√	+	+	+	√	√	+	6	+				√	16			6+			+	√		4	6	3	4	6	3	3	4	4	√		6		4	5	√	2	4				√
Analyzing Instructional Materials: Beyond Readability	+	√	+	+	+	√	√	+	√	+					17			6+	√		+	√			7	4	5	9	4	4	5	5			7		6	6	4	4					√
PERFORM: Procedure for Establishing Readability for Original and Rewritten Materials	+	√	√	+	+	√	√	+	+	+	+			√	18			6+			+	√		5	10	5	√	11				6	4		8		7	√	√		6				4
Procedures for Simplifying Written Communication	+	√	√	+	√	√	√	+	+	+	+			√	19			6+			+	√		6	11	6	6	12				7	5	√	9		8	√	√		7				5
Using the Textbook as a Learning Tool	+	√	√	+	√	√	√	+	+	+	+		+		√			7		√	+	√			12	√	7	7	√	√	6	+	6		10		9	√	5		+				6
Individualizing Instruction: IEP's and Instructional Objectives	+	√	√	√	√	√	√	√	+	+				√	20			8		√	3	√		7	√	√		√				+			11		√	7	√		9				7
Adapting Printed Materials to Meet Individual Needs	+	√	√	√	√	√	√	+	+	+	+				+			9		+	7			8	13	7	8	10	√	√	7	8	7		12		10	√	6		8				8
Developing a Learning Activity Packet	+	√	√	√	√	√	√	+	+	+	+				+			10	√	√	√	√		9	14	8	9	13	√	√	8	9	8		13		11	√	7		10				9
Teaching Problem Solving	+	√	+	√	+	√	5	+	√	+			+	√	21			√	√	√	4	6	3	10											14	2	√	√	8			4			10
Special Considerations: Hearing Impairment	√	+	2	√	+	+	+	√	+	√	5+	5+	3+	9	10	4+	9	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+				√
Special Considerations: Learning Disabilities	5	+	+	√	+	2	√	√	+	√	5+	5+	3+	10	11	4+	10	√			5+			2+	√	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+	√			√
Special Considerations: Mental Retardation	√	2	+	√	+	+	+	√	+	√	5+	5+	3+	11	12	4+	11	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+	√			√
Special Considerations: Orthopedic Handicaps	√	+	+	2	+	+	+	√	+	√	5+	5+	3+	12	13	4+	12	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+				√
Special Considerations: Visual Impairment	√	+	+	√	2	+	+	√	+	√	5+	5+	3+	13	14	4+	13	√			5+			2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+				√
Special Considerations: Behavior Disorders	6	+	+	√	+	√	3	√	+	√	5+	5+	3+	14	15	4+	14	√	√	2	5+	3		2+	+	9+	10+	4+	√		3+	10+	9+	4+			+	8+	9+	5+	2+	√			√
Analyzing Performance Problems	7	√	√	√	√	√	6	√	7	11	+	√		15	22		15	√	2	3	6	4			+	√								5	15		12	9	√			2			11
Motivational Deficiency and Positive Reinforcement	8	√	√	√	√	√	7	+	8	12	√	6		16	23	6	16	√	3	4	7	5			+			+						6	16		13	√	√			3			12
Contracting for Learning: Contingency Contracting	+	√	√	√	√	√	8	+	√	+	+	7		17	24		17	√	√	5	8	8	4		+									√	17	3	14	+	√			4			13
Constructive Confrontations	+	√	√	√	√	√	9	+	9	13	√	8	√	18	25		18	√	√	6	√	9	5		+									7	18	4	15	+	√						14
Individualizing Instruction: Techniques	+	√	√	√	√	√	√	+	√	+					+			11	√	√	√	10		+	15		√	√	+	9	√				19		16	+	10						
Individualizing Instruction: Working with Groups	+	√	√	√	√	√	√	+	√	+					+			12	√	√	√	11		+	16			√	+	10					20		17	+	11						
Techniques for Interaction I: Recognizing Feelings	+	+	+	+	+	√	11	+	√	√	√	√	√	19	26	8	19	+	√	7+		12	√		+			+							21	5	18	+	+			+			15
Techniques for Interaction II: Clarifying Issues	+	+	+	+	+	√	12	+	√	√	√	√	√	20	27	9	20	+	√	8+		13	√		+									8	22	6	19	+	+			+			16
Techniques for Interaction III: Listening Plus	+	+	+	+	+	√	13	+	√	√	√	√	√	21	28	10	21	+	√	9	9	14	√		+									9	23	7	20	+	+			+			17
Techniques for Interaction IV: Types of Responses	+	+	+	+	+	√	14	+	√	√	√	√	√	22	29	11	22	+	√	10+		15	√		+									10	24	8	21	+	+			+			18
Time Management	+	+	+	√	+	√	10	+	√	+		√	√	√	√	7		13	√	+	+	+	6		+									11	25	9	22	+	+			+			19
Instructional Resources Available in the School	+	3	4	4	4	4	15	√	√	+	+	+		23	30	+	23	√	+	+	10	√		11	√	√	√	√			+	+			26	10	+	10	+		11	√	2	2+	20
School District Support Services	+	4	5	5	5	5	16	√	√	+	+	+		24	31	+	24	√	+	+	11	√		12	√	√	√	√			+	+			27	11	+	11	+		12	√	2+	2+	21
Community Resources	+	5	6	6	6	6	17	√	+	+	+	+	√	25	32	+	25	√	+	+	12	√		13	+	√	√	√			+	+			28	12	+	√	+		13	√	2+	2+	22
Sharing Session for Follow-up Activities	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√

CLASSROOM MANAGEMENT
AND
ORGANIZATION

Classroom Management and Organization

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Analyzing Performance Problems

(Suggested Sequence: Follow with Motivational Deficiency and Positive Reinforcement)

Objective:

To analyze performance problems in the classroom to determine probable causes and possible solutions.

Time Required For Presentation: 30 minutes

Part I - 10-12 minutes
Part II - 8-10 minutes
Part III - 10 minutes

Equipment Needed:

Overhead projector, screen and transparency marker

Materials To Be Duplicated:

Handout #1, #2
Transpareny A, B, C1, C2, D
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Performance Problems Worksheet
Handout #2 - Analyzing a Specific Problem
Transparency A - John Dewey Quote
Transparency B - Activity Response Sheet
Transparency C1 and C2 - Closing the Gap
Transparency D - Performance Problems Flow Chart

Resources And References:

Mager, R., & Pipe, P. Analyzing performance problems. Belmont, CA: Fearon, 1970.

Manning, D. Toward a humanistic curriculum. New York: Harper & Row, 1971.

Worrell, J., & Nelson, M. Managing instructional problems. New York: McGraw-Hill, 1974.

Analyzing Performance Problems

Directions for Presentation

OVERVIEW

While problems in life are to be expected, the classroom seems to offer more than a fair share. How problems are handled in the classroom has both an immediate and far-reaching effect on the learning experience.

In this session, student problems are viewed as discrepancies, as gaps to be closed. When the gap lies between what the student does and what the teacher expects, a performance problem exists.

Performance problems should be analyzed to determine their relative importance as an obstacle to learning or a threat to safety. If their importance warrants action, possible causes and solutions should be systematically sought.

The experience provided in this session is intended to alert those working with students to the necessity of looking beyond the surface behaviors to seek out underlying conditions contributing to the discrepancy.

The session can be divided into three parts as follows:

Part I:	Participants identify performance discrepancies which exist in their classrooms.
Part II;	Participants isolate one performance discrepancy and determine its importance according to specified criteria.
Part III:	Participants identify three underlying causes of performance discrepancies in the classroom and discuss their unrealistic expectations which may be imposing obstacles on desired student performance.

INTRODUCTION

Show Transparency A: John Dewey Quote	If this quote by John Dewey is true, then teachers have the opportunity to be the world's most accomplished thinkers, due to the multitude of problems encountered daily.

Paraphrase:	
If problems induce thinking, then teachers can be accomplished thinkers. Classroom problems arise when discrepancies exist These may be between:	Problems in the classroom arise where there are discrepancies. Discrepencies often exist between:
1. What we have and what we need.	1. What we have and what we need. Ex: "I have 35 students in sewing. I need more than 20 sewing machines."
2. What we value and what others value.	2. What we value and what others value. Ex: "I value a job well done. My students value each other's approval."
3. How it is and how we would like it to be.	3. How it is and how we would like it to be. Ex: "Tom is always late to class. I want him on time."
4. What students do and what we want done. Give examples of each.	4. What the students do and what we want done. Ex: "The students are wild. I want them quiet."

PART I

Distribute Handout #1: Performance Problems Worksheet	
Paraphrase: The most difficult problems are usually caused by a discrepancy between what students do and what we want done.	Some of the most perplexing problems we face are probably those involving what our students do. These problems are the result of differences in what the students do, or fail to do, and what we, as teachers, want done. Think back through your experiences in the classroom and recall some problems you have encountered with students.
Explain the activity: On Handout #1, Performance Problems Worksheet I, list 5 problems with students.	On Handout #1, list in the space provided (Roman numeral one) five specific problems you have encountered in working with students. Then, star the one you would most like to change.

Allow 5 minutes (or less) for completion of the activity.

Use Transparency B, Activity Response Sheet, and transparency marker for listing group's responses.

Ask for volunteers to state problems they have listed on the worksheet. List the problems as they are given for later analysis. Generally, those listed will include examples from the following categories:

1. Lack of interest
2. Sleeping in class
3. Not turning in assignments
4. Poor work habits
5. Lack of respect
6. Using foul language
7. Absenteeism
8. Ignoring safety rules
9. Not cleaning up work stations
10. "I don't care" attitude

Discuss and point out the following:

1. Discrepancy exists in each problem.
2. Not all problems are related to lack of interest or motivation.

Lead the group to see the commonality of their respective problems. Note that in each case a discrepancy exists between what the student does and what the teacher wants done.

Draw attention to the fact that not all of these problems are related to lack of interest or motivation.

Show Transparency C1: Closing the Gap

Paraphrase:

Solutions lie in closing the discrepancy gap.

Solution to each problem lies in closing the gap between what the student does and what the teacher wants done.

Overlay Transparency C2: Closing the Gap

When Transparency C2 is placed over C1, a happy face will appear, symbolizing that solutions result when the gap is closed.

PART II

Paraphrase:	You have already taken the first two steps toward solving a problem.
Refer to Handout #1, I: Performance Problems Worksheet	
Steps in solving problems:	Steps in solving problems:
1. Recognize existence of problems.	1. The first step is to recognize that problems exist.
2. Identify a specific problem to work on.	2. The second step is to identify a specific problem you would like to solve.
3. Determine importance of problem.	3. The third step is to determine the importance of the discrepancy.
4. Identify underlying causes.	4. The fourth step is to identify the underlying causes.
Refer to Handout #1, II: Performance Problems Worksheet	
Paraphrase: State the importance of the problem.	Consider the problem you starred in the first part of the handout as the one you would most like to change. Write in the space provided (Roman numeral two) the reason you consider the problem to be important.
Allow 3 minutes (or less) for completion of the activity.	
Discuss:	
Establish criteria for determining educational importance:	Gain concensus on criteria for judging importance of problems. Generally, agreement can be reached that only two criteria need to be applied:
1. Interferes with learning	1. Does the behavior interfere with learning and/or
2. Threatens safety	2. Does the behavior represent a bona fide threat to safety?
Allow 5 minutes (or less) for group discussion.	If either of these questions can be answered yes, the problem warrants further investigation. If not, the problem may not be important enough to require any further teacher effort.

Show Transparency D:
Performance Problems
Flow Chart

Paraphrase:

If the problem is not important, the teacher can:

1. Overlook
2. Accept
3. Empathize

After the discrepancy has been described and the two criteria applied, the relative importance can be determined. If the problem does not impede learning or represent a threat to safety, the teacher may be able to close the gap by simply overlooking the discrepancy, accepting the situation as it is, and empathizing with the student.

PART III

Refer again to Transparency D: Performance Problems Flow Chart.

Paraphrase:

If the problem is important then determine the cause:

The fourth step in closing the gap between what the student does and what the teacher wants done is to identify the underlying causes. There are three possible causes underlying a performance problem:

1. **Skill Deficiency**

   Student would if he/she could; not enought skill.

1. If a student cannot perform because he/she does not know how or does not have the skills required to perform as expected, the problem is an instructional one. Often, what appears to be a lack of interest on the part of the student is actually an unrecognized skill deficiency.

Teacher must:

a. analyze tasks
b. assess learner's ability

Before assuming that a student can perform a task, the teacher must (a) analyze the tasks expected of the student, as well as, (b) assess the student's ability to perform the expected tasks.

2. **Obstacle**

   Student might if he/she could; there is interference.

2. Sometimes what appears to be a lack of interest or a lack of skill is actually a situation where obstacles would include:

   a. insufficient machine time
   b. inadequate direction
   c. insufficient feedback (uncorrected errors)
   d. outside employment limiting available time

Refer to Handout #1: Performance Problems Worksheet III

Explain the activity.

Considering their own instructional setting, participants should list some circumstances that might represent unrealistic expectations, obstacles beyond control of the student.

Allow 5 minutes (or less).

Discuss.

Following completion of the preceding activity, allow discussion of various participants' answers.

3. Motivational Deficiency

Plenty of skill; not enough will.

A third possible cause of performance problems, and by far the one most often reported by teachers, is motivational deficiency. If a student has the necessary skills and no apparent obstacles preventing his/her performance, a motivational deficiency may exist. This poses a management problem requiring restructuring to get the desired results.

FOLLOW-UP ACTIVITY

Distribute Handout #2: Analyzing a Specific Problem.

Using Handout #2, explain the following activity and answer any questions.

Explain the activity using Handout #2.

Plan for and announce the scheduled time for sharing results.

The results can be shared in small groups, such as departments, with those who have the same planning periods, or any suitable arrangement.

SUMMARY

Use Transparency D: Performance Problems Flow Chart to summarize.

When students fail to perform as the teacher expects, an analysis of the problem should be made to:

When students fail to perform, analyze the problem:

1. Determine the educational importance of the problem.

1. Determine educational importance.	2. Identify possible underlying causes, such as:
2. Identify causes	a. Skill deficiency b. Obstacle c. Motivational deficiency
Plan steps to alleviate:	Once the possible causes have been identified, the teacher can plan steps to alleviate the problem.
1. Skill deficiency - teach	1. If a skill deficiency -- teach.
2. Overexpectation - revise	2. If an unrealistic expectation -- revise.
3. Management - restructure	3. If a management problem -- restructure.

EVALUATION

Distribute the Evaluation Form.	Participants are to evaluate the session by responding to the questions on the form provided.

PERFORMANCE PROBLEMS WORKSHEET

I. List five things your students do, or do not do, that disturb you.*

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

* Star the one you would like most to change.

II. The discrepancy starred above is important because ____________

____
____
____
____
____
____

III. Expectations which might be considered unrealistic:

____
____
____
____
____
____
____
____
____

ANALYZING A SPECIFIC PROBLEM

1. Consider the problem you starred in Handout #1, I.

2. Determine its importance using the criteria established during this session.

3. If unimportant, select and describe another problem which meets the criteria of importance.

4. Analyze the problem to determine possible cause.

5. List some steps you can take to check your accuracy in determining cause.

6. Take the steps you outlined.

7. Write up the results in one or two paragraphs.

8. Share your experience with others at a scheduled, but informal session.

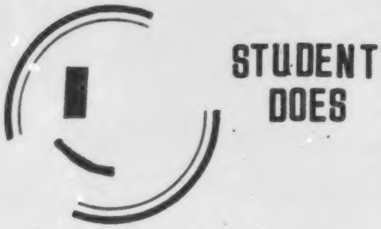
JOHN DEWEY QUOTE:

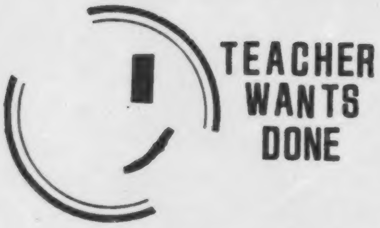
WE ONLY THINK WHEN WE ARE CONFRONTED WITH PROBLEMS.

ACTIVITY RESPONSE SHEET

STUDENT PROBLEMS DISPLAYED IN THE CLASSROOM:

~ CLOSING THE GAP ~

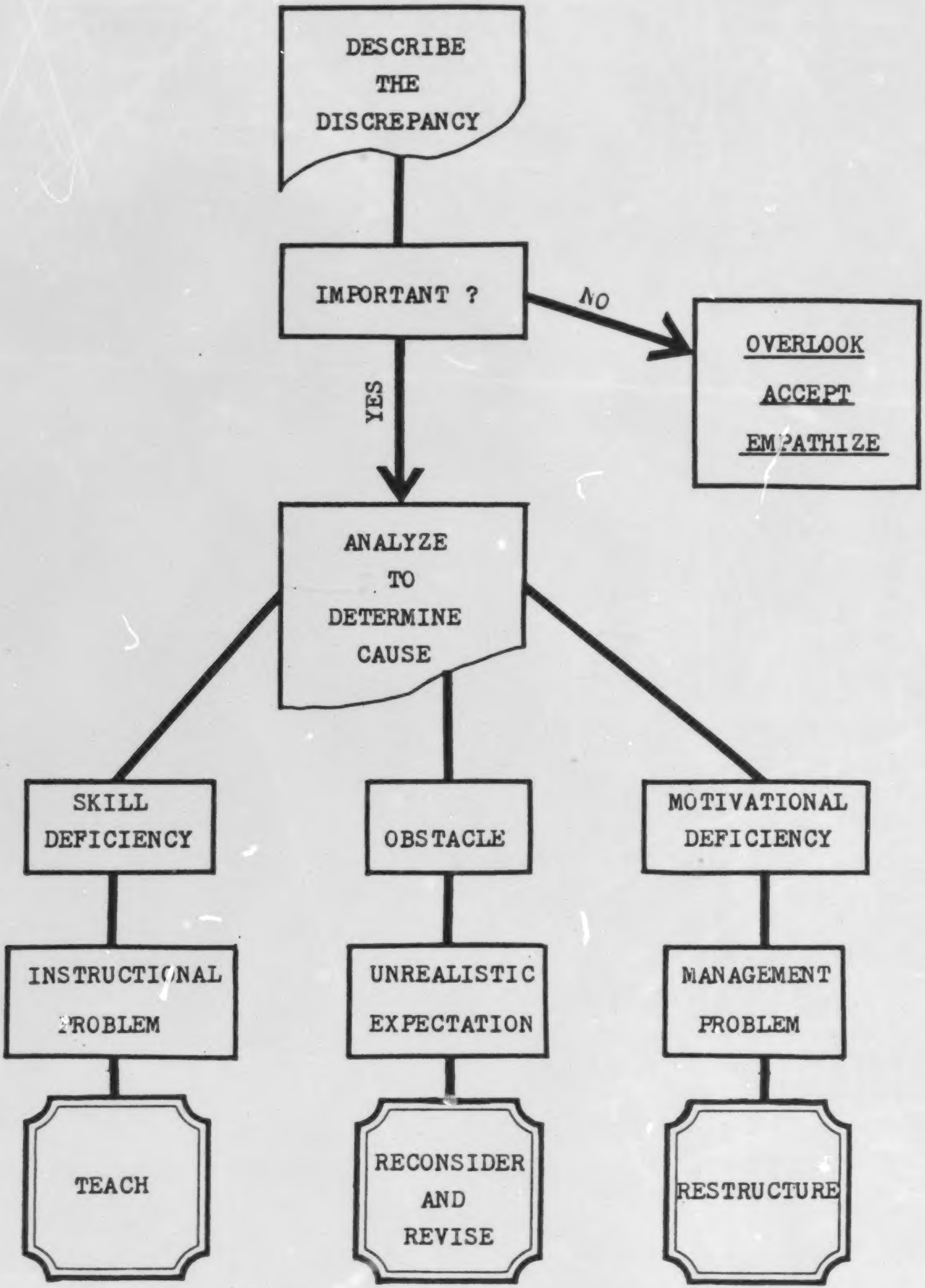

STUDENT
DOES


TEACHER
WANTS
DONE

TEACHER
WANTS
DONE

Analyzing Performance Problems: Transparency D

PERFORMANCE PROBLEMS FLOW CHART


DESCRIBE THE DISCREPANCY
IMPORTANT ?
NO
OVERLOOK
ACCEPT
EMPATHIZE
YES
ANALYZE TO DETERMINE CAUSE
SKILL DEFICIENCY
OBSTACLE
MOTIVATIONAL DEFICIENCY
INSTRUCTIONAL PROBLEM
UNREALISTIC EXPECTATION
MANAGEMENT PROBLEM
TEACH
RECONSIDER AND REVISE
RESTRUCTURE

Classroom Management and Organization

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Motivational Deficiency and Positive Reinforcement

(Suggested Sequence: Follow with Teaching Problem Solving)

Objective:

To explore some of the merits of positive reinforcement by using a behavior modification technique, to analyze current in-class use of positive and negative responses.

Time Required For Presentation: 30 minutes

Part I - 10 minutes
Part II - 10 minutes
Part III - 10 minutes

Equipment Needed:

Overhead projector and screen. Chalkboard or blank transparency and marker.

Materials To Be Duplicated:

Handout #1, #2, #3
Transparency A, B, C, D, E
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Motivational Deficiency Review Sheet
Handout #2 - Recording Sheet for Counting Positive and Negative Responses
Handout #3 - Recording Sheet for Reliability Checks
Transparency A - Performance Problems Flow Chart
Transparency B - Causes of Nonperformance
Transparency C - Carnival Cartoon
Transparency D - Leisure Cartoon
Transparency E - Results of Negative Responses

Resources And References:

Gallagher, P. A. Recording classroom performances. Sioux Falls, SD: Adapt Press, Inc., 1975.

Madsen, C. H., Jr., & Madsen, C. K. Teaching discipline: A positive approach for educational development. Boston, MA: Allyn and Bacon, 1974.

RESOURCES AND REFERENCES: (Continued)

Mager, R. E. Developing attitude toward learning. Belmont, CA: 1968.

Mager, R. E., & Pipe, P. Analyzing performance problems. Belmont, CA: Fearon, 1970.

Worell, J., & Nelson, C. M. Managing instructional problems. New York: McGraw-Hill, 1974.

Motivational Deficiency and Positive Reinforcement

Directions for Presentation

OVERVIEW

When performance problems occur, they must be identifed and examined for probable causes. If the cause appears to be a lack of motivation, the instructor should consider the consequences of a student performing or failing to perform as desired.

The experience provided in this session is designed to help those working with students recognize ways in which the use of positive reinforcement can enhance the learning climate.

The session can be divided into three parts as follows:

Part I: Participants explore the causes of motivational deficiency.

Part II: Participants explore positive reinforcement techniques.

Part III: Participants gain information on how to measure the instructor's actual in-class behavior relative to positive and negative responses.

INTRODUCTION

Show Transparency A:
Performance Problems
Flow Chart

Paraphrase:	
An instructional problem exists when there is a discrepancy between what the teacher wants and what the student does. It may be due to:	Use the Performance Problems Flow Chart, Transparency A, for a brief review of performance problems. Emphasize that a problem exists when there is a discrepancy between what the student does and what the teacher wants done. When the gap is closed, the problem is solved.
1. Lack of student skill.	1. When the student cannot perform as desired because he/she lacks the skill(s), an instructional problem exists.

2. Unrealistic teacher expectations.	2. When obstacles beyond the student's control hamper performance, we are confronted with unrealistic expectations which require reconsideration and revision on the teacher's part.
3. Lack of student motivation.	3. When the student has the necessary skills and teacher expectations are realistic but the student still does not perform as desired, a motivational deficiency exists. This situation presents a management problem which requires restructuring.
PART I	
Distribute Handout #1: Motivational Deficiency Review Sheet	
Focus on the motivational deficiency section of Transparency A.	Block out all parts of the flow chart except the one dealing with motivational deficiency.
Paraphrase:	This session is concerned with the problem of "plenty of skill but not enough will."
Problem of concern is: "Plenty of skill but not enough will."	
Solution: Look at what happens when student does and does not perform as desired.	How are we going to get students to perform when they do not want to? Let us look at what happens when a student does and does not perform as desired.
Show Transparency B: Causes of Nonperformance	
Paraphrase:	When a student should want to perform and yet does not, three probable causes exist:
Causes of Nonperformance:	
1. Performance is punishing.	1. It is punishing to perform as desired.
2. Reward in nonperformance.	2. It is rewarding to perform other than as desired.

3. Performance is inconsequential, not recognized.	3. It does not matter whether or not performance is as desired.
	All three causes are concerned with what happens as a result of performing. What happens is a consequence.
Why positive reinforcement?	Every time your performance produces positive consequences, the likelihood of a repeat performance is increased. For example, if you bowl a great game and end up with a high score, you are more likely to go bowling again (and sooner) than if you had had negative results.
Show Transparency C: Carnival Cartoon	
1. Performance is punishing.	1. Performance is punishing.
Examples are:	Sometimes performance can be punishing. Consider the following examples:
a) Being rewarded for a good job with more of the same work can be punishing.	a) You do a great job as carnival chairman and consequently you are made chairman of Homecoming Week.
Show Transparency D: Leisure Cartoon	
b) Being rewarded by additional work when work was completed quickly and efficiently.	b) Consider the student who finished an assignment early and is enjoying a little leisure time.
Discuss examples of participants' experiences.	Accept a few examples from participants. Lead them to recognize that boredom can represent punishment for performing.
Boredom can represent punishment for performance.	
2. Rewarded for nonperformance.	2. Reward for nonperformance.

Sometimes reward results from an other-than-desired performance:	Sometimes students may find it rewarding to perform other than as desired. Examples are:
a) Responses from peers.	a) The student who enjoys a round of laughter from classmates when giving the "smart lip."
b) Responses to peer pressure.	b) The student who puts forth less than his/her best effort so he/she can feel like one of the "gang."
c) Desire to have fun.	c) The student who finds greater reward in going out than in staying home to do an assignment.
Be aware of what students value.	In order to understand the above cause of nonperformance, we have to be aware of what students value.
3. Performance is inconsequential.	3. Performance is inconsequential.
	The third cause of nonperformance: It does not matter one way or the other how a student performs, because nothing of consequence happens.
Sometimes noise is rewarded by a teacher response, but quiet is not.	When we ignore episodes of peace and quiet, but attend to the uproars, we strengthen the likelihood of being confronted by another uproar. It may be rewarding to some students to engage the teacher in a mini-war, but when you are doing a good job, it also is rewarding to be recognized.
Reward the behavior you want repeated.	If we want results, we must make it matter when the student performs as desired.
PART II	
Paraphrase:	You already use management strategies through motivational incentives when you:

Examples of motivational incentives used as management strategies.	1. Praise good work. 2. Grade according to accomplishment. 3. Provide evaluation feedback. 4. Suggest projects that provoke interest. 5. Present ideas that stimulate curiosity. 6. Encourage satisfaction through task achievement.
Systematic mamagement encourages a cooperative atmosphere.	Teacher power is greater than you might think! Systematic management in your classroom eliminates the need for nagging scolding, shouting, threatening, and ridiculing and encourages a spirit of cooperation and satisfaction from your students. You and your students will become partners in learning.
Positive consequences for behavior increase the probability of the behavior being repeated.	The single most powerful strategy in solving management problems is to make students' desired behaviors result in consequences that are rewarding to them. Each time you provide a positive consequence, you increase the probability that the reinforced behavior will be repeated. The most convenient positive reinforcement you can provide is verbal praise.
Elicit examples of positive reinforcement. List on blank transparency or on chalkboard.	Discuss positive verbal responses. Caution against insincerity in using verbal praise. List on the board or a blank transparency, a number of positive verbal responses. Some of the following may be included:
Allow 2 minutes.	1. "You're thinking!" 2. "That's an excellent goal." 3. "Exciting."
Discuss and emphasize that the behavior, not the personality of the student	Discuss the participants' list of reinforcers. Establish the concept that the praise should be directed toward

should be praised.

the task, not the student's personality.

Paraphrase:

Discuss types of body language.

Body language can be a form of positive reinforcement. Ask for examples of nonverbal positive responses. Suggestions:

1. Eye contact.
2. Nodding.
3. Smiling.
4. Pat on shoulder.
5. Wink.
6. Approving facial expression.

Unfortunately, we cannot always respond in a positive way. Sometimes we resort to negative responses.

Show Transparency E: Results of Negative Responses

Paraphrase:

Negative responses are not as effective as positive responses because they:

1. Have temporary effect.
2. Do not allow learning acceptable behaviors.
3. Cause emotional flare-ups.
4. Close communication.

Negative responses must be discouraged because they:

1. Effect behavior only temporarily.
2. Constitute punishment and do not allow opportunity to learn acceptable behaviors.
3. Often promote emotional flare-ups and resentment.
4. Tend to close communication channels.

Elicit examples of verbal and nonverbal negative responses.

Ask for examples of negative responses sometimes used in the classroom.

One problem with negative responses is that when we attend to a behavior, even in a negative way, we are reinforcing

Allow 7 minutes.

that behavior. Ignoring is often an effective way to eliminate a behavior. We can develop strategies for ignoring behaviors so as not to reinforce them.

Ignoring is sometimes an effective strategy. Ignoring strategies are:

1. Turning back to student.
2. Praising an acceptable behavior.
3. Repeating rules to group.
4. Asking student to repeat rules.
5. Stating what the expected behavior is.

Ignoring strategies are:

1. Stopping and turning the back to the student.
2. Praising an acceptable behavior while the inappropriate behavior is occurring.
3. Repeating rules to the entire group.
4. Asking the student displaying inappropriate behavior to repeat the rules.
5. Using statements such as, "When you are quiet, we will discuss your objection."

PART III and FOLLOW-UP ACTIVITY

Distribute Handout #2: Recording Sheet for Counting Positive and Negative Responses and Handout #3: Recording Sheet for Reliability Check

Self-analysis of the instructor's in-class responses aids in determining the types of interactions with students.

A frequency count is one technique for doing an instructor self-analysis.

We need to know how we are currently reinforcing behaviors. We need to know if we are more negative or more positive in our interactions with students. To arrive at them, we can employ a technique used in behavior modification programs called a frequency count.

Terms used in applying the frequency count technique to the classroom are:

The following terms are used in applying this technique to the classroom:

1. Frequency counts	1. Frequency count is observing and recording the number of times a behavior occurs within a specific period of time. Example: Counting the number of cigarettes smoked in one day.
2. Independent observer	2. Using an independent observer is asking another person to observe and record the same behavior you are counting without sharing information during the counting process.
3. Reliability check	3. Getting a reliability check is asking an independent observer to observe and record the same behavior to determine that the recording process is accurate.
Explain the activity by reading the procedures provided.	Read the following procedures to be used in self-analyzing the instructor's in-class responses to students:

1. On four days record the frequency of responses. Use Handout #2.
    a) On the first and third days, record all positive responses.
    b) On the second and fourth days, record all negative responses.
2. On two days (one positive and one negative) have an independent observer record behaviors for a 15-minute period. Be sure that the observer records the behaviors during the same 15-minute period in which you are recording the behaviors. Keep your records separate from the observer's records and check the percentage of agreement between the two records. Use Handout #3.

3. Since the observer's count serves as a reliability check, be sure the observer understands the behavior to be counted.

Describe simple counting procedures.

Several simple procedures for recording the frequency of your positive or negative response include:

1. Making a hole with paper punch on a card or strip of paper.
2. Turning the page of a pocket-size spiral notebook.
3. Shifting an item from one pocket to another.
4. Sticking a piece of tape to a sheet of paper.
5. Dropping an item such as a nail, clip, pin, or penny into a container.
6. Making a pencil mark on a sheet of paper attached to a clipboard.
7. Moving a rubberband from one wrist to another.
8. Making a pen mark in the palm of the hand.
9. Fastening a staple to a card or sheet of paper.
10. Using a counter such as a golf scorer, supermarket tabulator or other counting device.

Answer questions pertaining to the activity.

SUMMARY

Paraphrase:

To be effective, the instructional program must include positive reinforcement for students who lack the motivation to learn.

Where there is "plenty of skill but not enough will," the instructor can use positive reinforcement to get the will working. To increase student responsibility for learning, determine what kind of positive reinforcement gets the desired results and incorporate that reinforcement as an integral part of the instructional plan.

MOTIVATIONAL DEFICIENCY REVIEW SHEET

A. CAUSES OF NONPERFORMANCE

1. It is punishing to perform as desired.
2. It is rewarding to perform other than as desired.
3. It does not matter whether or not performance is as desired.

B. MANAGEMENT STRATEGIES THROUGH MOTIVATIONAL INCENTIVES

1. Praise good work.
2. Grade according to accomplishment.
3. Provide evaluation feedback.
4. Suggest projects that provoke interest.
5. Present ideas that stimulate curiosity.
6. Encourage satisfaction through task achievement.

C. POSITIVE RESPONSES - VERBAL

1. "That shows a great deal of work."
2. "You're thinking!"
3. "That's an excellent goal."
4. "Yes, I think you should continue."
5. "That shows a great deal of foresight."
6. "Super!"
7. "Commendable."
8. "Brilliant!"
9. "Exciting!"
10. "You're improving."

D. POSITIVE RESPONSES - NONVERBAL

1. Eye contact.
2. Nodding.
3. Smiling.
4. Pat on shoulder.
5. Approving facial expression.
6. Walking by student's desk.

E. IGNORING STRATEGIES

1. Stopping and turning back to the student.
2. Praising an acceptable behavior while the inappropriate behavior is occurring.
3. Repeating rules to the entire group.

4. Asking the student displaying the inappropriate behavior to repeat the rule.

5. Using statements such as "When you are quiet, we will discuss your objection."

F. STRATEGIES FOR MAKING FREQUENCY COUNTS

1. Making a hole with a paper punch on a card or strip of paper.
2. Turning the page of a pocket-size spiral notebook.
3. Shifting an item from one pocket to another.
4. Sticking a piece of tape to a sheet of paper.
5. Dropping an item such as a nail, clip, pin, or penny into a container.
6. Making a pencil mark on a sheet of paper attached to a clip board.
7. Moving a rubberband from one wrist to another.
8. Making a pen mark in the palm of the hand.
9. Fastening a staple to a card or sheet of paper.
10. Using a counter such as a golf scorer, supermarket tabulator or other counting device.

Motivational Deficiency & Positive Reinforcement: Handout #2

RECORDING SHEET FOR COUNTING POSITIVE AND NEGATIVE RESPONSES

FIRST DAY (POSITIVE RESPONSES)

Method of counting ____

____

____

Total ____________________

SECOND DAY (NEGATIVE RESPONSES)

Method of counting ____

____

Total ________________________

THIRD DAY (POSITIVE RESPONSES)

Method of counting ____

____

Total ____________________

FOURTH DAY (NEGATIVE RESPONSES)

Method of counting ____

____

Total ________________________

POSITIVE RESPONSES:

TOTAL ____________________

NEGATIVE RESPONSES:

TOTAL ________________________

RECORDING SHEET FOR RELIABILITY CHECK

FIRST DAY (POSITIVE RESPONSES)

Number of Minutes Observed ______________________

Observer's Total Count ______________________

Self-count Total ______________________

SECOND DAY (NEGATIVE RESPONSES)

Number of Minutes Observed ______________________

Observer's Total Count ______________________

Self-count Total ______________________

THIRD DAY (POSITIVE RESPONSES)

Number of Minutes Observed ______________________

Observer's Total Count ______________________

Self-count Total ______________________

FOURTH DAY (NEGATIVE RESPONSES)

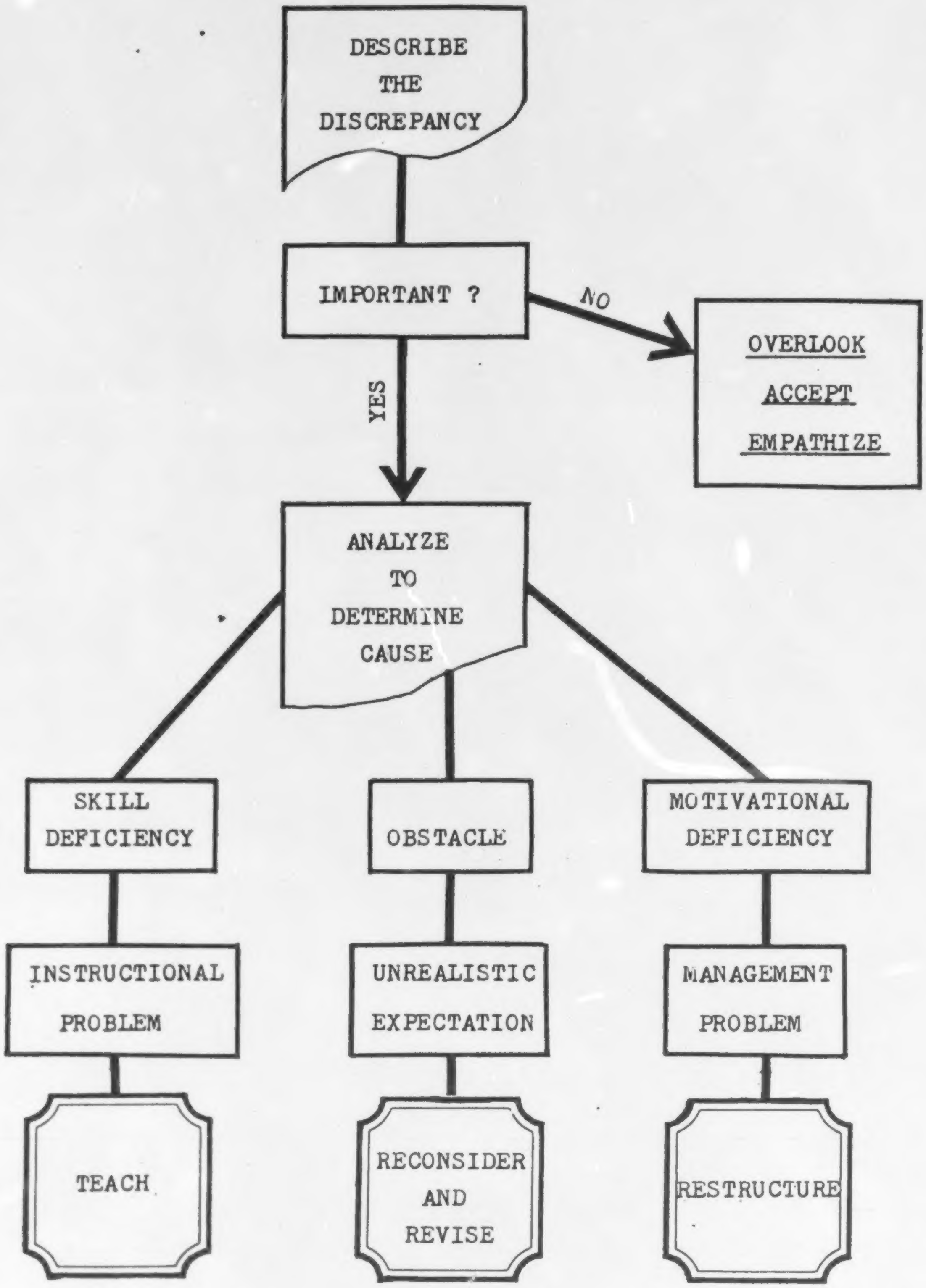
Number of Minutes Observed ______________________

Observer's Total Count ______________________

Self-count Total ______________________

NOTE: Only two days' (one positive and one negative) reliability observations are required. The independent observer and yourself must record the responses during the same period.

PERFORMANCE PROBLEMS FLOW CHART


DESCRIBE THE DISCREPANCY
IMPORTANT ?
NO
OVERLOOK
ACCEPT
EMPATHIZE
YES
ANALYZE TO DETERMINE CAUSE
SKILL DEFICIENCY
OBSTACLE
MOTIVATIONAL DEFICIENCY
INSTRUCTIONAL PROBLEM
UNREALISTIC EXPECTATION
MANAGEMENT PROBLEM
TEACH
RECONSIDER AND REVISE
RESTRUCTURE

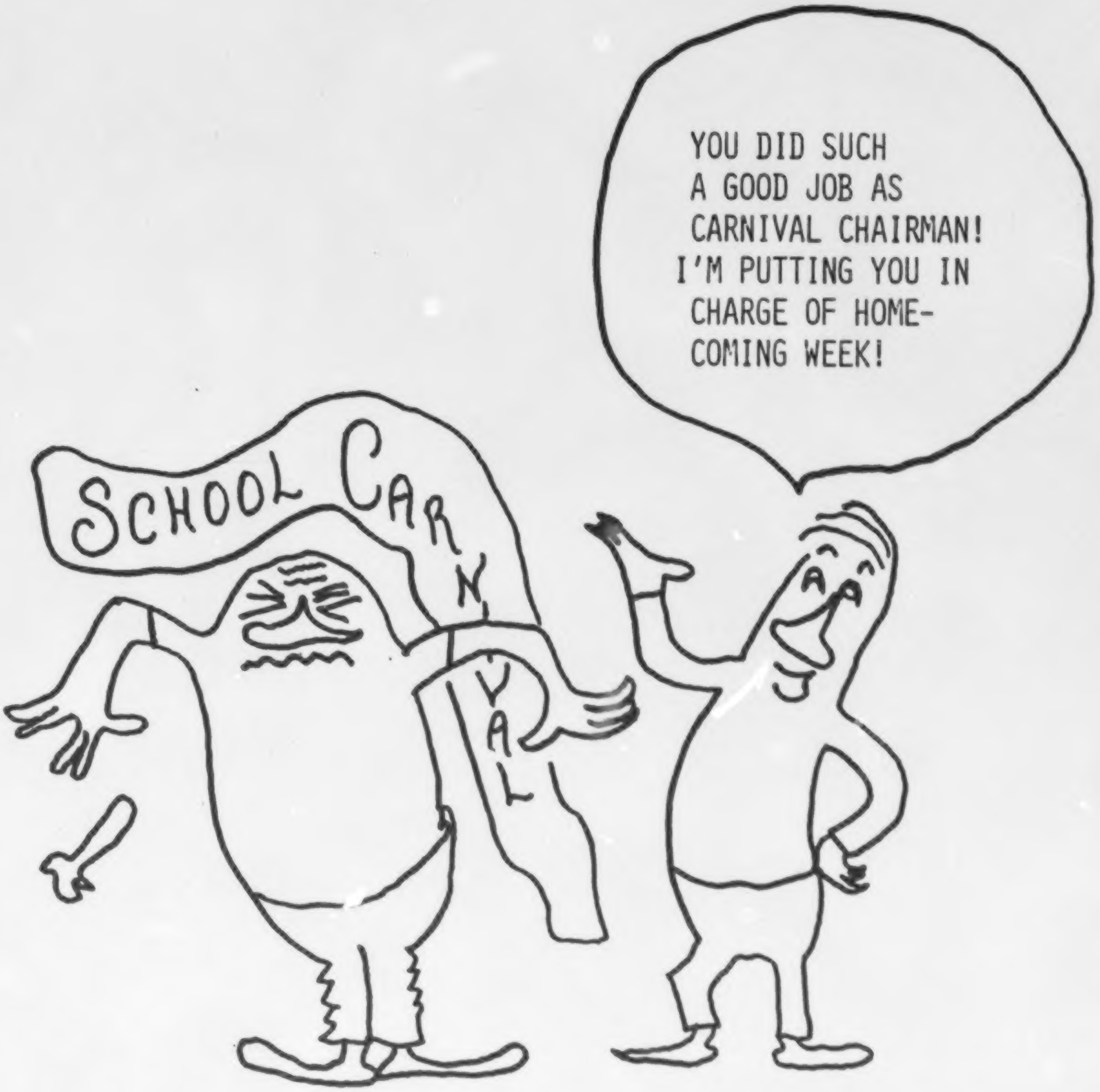
CAUSES OF NONPERFORMANCE

1. IT IS PUNISHING TO PERFORM AS DESIRED.

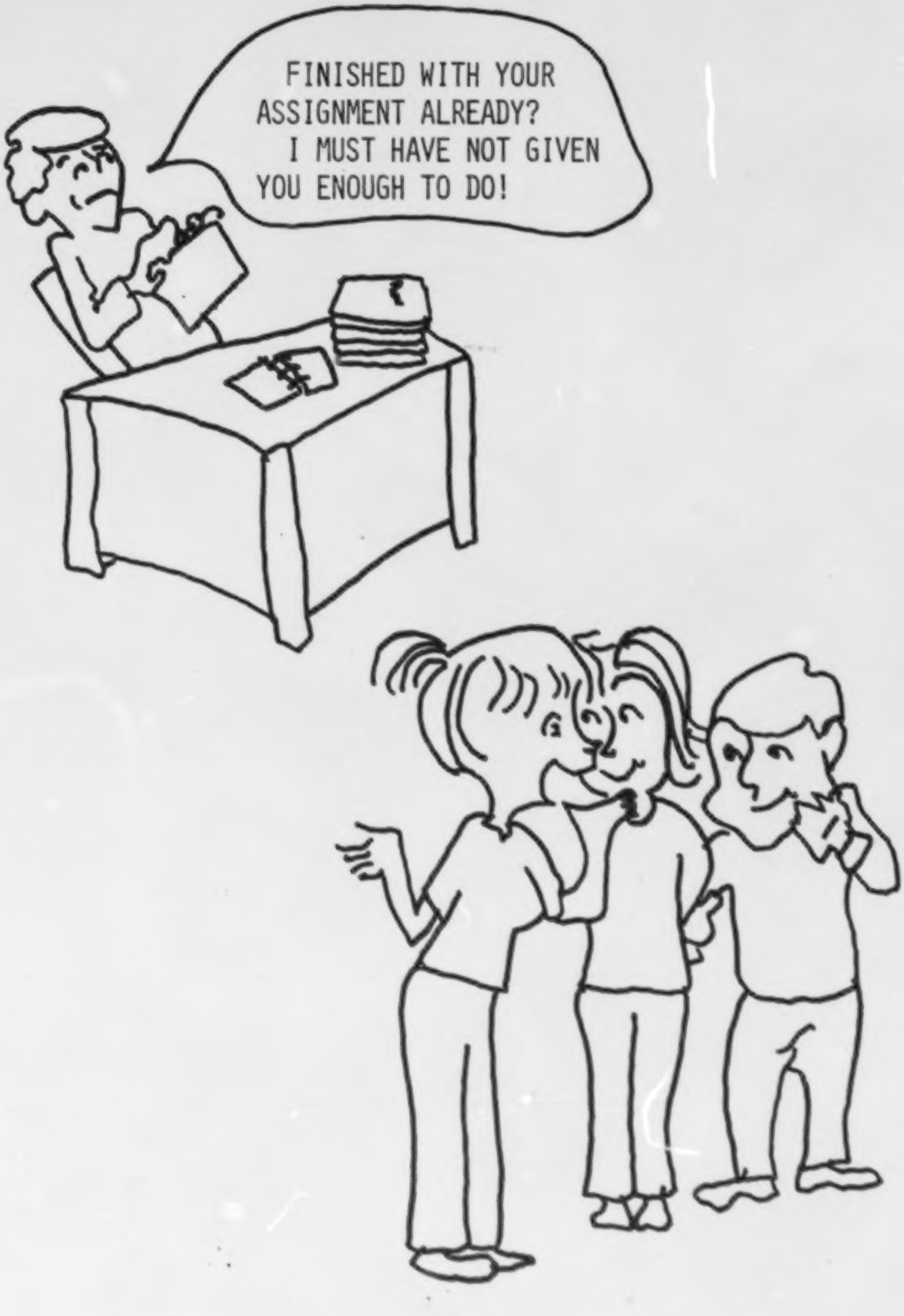
2. IT IS REWARDING TO PERFORM OTHER THAN AS DESIRED.

3. IT DOES NOT MATTER WHETHER OR NOT PERFORMANCE IS AS DESIRED.

CARNIVAL CARTOON


YOU DID SUCH A GOOD JOB AS CARNIVAL CHAIRMAN! I'M PUTTING YOU IN CHARGE OF HOME-COMING WEEK!
SCHOOL CARNIVAL

LEISURE CARTOON


FINISHED WITH YOUR ASSIGNMENT ALREADY? I MUST HAVE NOT GIVEN YOU ENOUGH TO DO!

RESULTS OF NEGATIVE RESPONSES

1. EFFECT IS TEMPORARY.

2. CONSTITUTE PUNISHMENT WITH NO OPPORTUNITY TO LEARN ACCEPTABLE BEHAVIORS.

3. PROMOTE EMOTIONAL FLARE-UPS AND RESENTMENT.

4. TEND TO CLOSE COMMUNICATION CHANNELS.

Classroom Management and Organization

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Contracting for Learning: Contingency Contracting

(Suggested Sequence: Precede with Motivational Deficiency and Positive Reinforcement)

Objective:

To acquaint participants with the basics of contracting for learning using the Premack Principle (Grandma's Law).

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 5 minutes
Part III - 10 minutes
Part IV - 10 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handout #1, #2, #3, #4
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A - Grandma's Rule and Premack Principle
Handout #1 - Essential Components of Contracting for Learning
Handout #2 - Sample Learning Contract Form
Handout #3 - Checklist for Analyzing Nonsuccess
Handout #4 - Practice in Writing Contracts for Specific Students

Resources And References:

Homme, L. *How to use contingency contracting in the classroom*. Champaign, IL: Research Press, 1970.

Contracting for Learning: Contingency Contracting

Directions for Presentation

OVERVIEW

One of the most common classroom problems expressed by teachers is lack of motivation. "How do you get a disinterested student to accomplish something in class?"

One very effective method of managing motivation involves the systematic application of two principles of human behavior:

1. A desired behavior is more likely to recur if it is followed by a reward each time it occurs.
2. Youngsters learn more willingly and effectively when the framework within which learning takes place has been mutually agreed upon by student and teacher.

This session explores contracting for learning, contingency contracting according to which the teacher makes the agreement with the student(s) that after predetermined tasks have been successfully completed, agreed-upon rewards, or pay-offs, will be awarded.

This method is based on the systematic use of positive reinforcement involving the Premack Principle, If you do x, you get y, or Grandma's Rule, "First spinach, then dessert."

This session is divided into four parts as follows:

Part I: Participants examine the three elements of a learning contract.

Part II: Participants examine the rules for developing a learning contract.

Part III: Participants examine the steps for establishing a learning contract system in the classroom.

Part IV: Participants practice writing learning contracts for specific students.

INTRODUCTION

Show Transparency A: Grandma's Rule and Premack Principle	"First eat your spinach, then you can have dessert."
Paraphrase: Grandma's Rule is "spinach first, then dessert."	Grandma was a smart cookie. She looked at things in a positive way. "As soon as you get so-and-so out of the way, you may do something more enjoyable."
Premack Principle: Use one behavior to reinforce another.	In educational terms, psychologist David Premack has shown that any behavior which has a high probability of occurring can be used to reinforce or strengthen any behavior which has a lower probability of occurring.
The positive approach favorably affects our lives and is equally effective in the classroom. This session presents one successful method, contracting for learning.	Our everyday lives are largely run by similar positive contracts. First you work, then you get paid. A teacher can put this principle to work. By observing what students choose to do when given the opportunity, this activity can be used as a reinforcer (reward) for doing what the teacher wants done. This session explores one method of motivational management which has been applied with great success in the classroom. The method is called contracting for learning or contingency contracting.

PART I

Paraphrase: Consistency is the key to contracting for learning.	The key to contracting for learning is consistency. The task requirement must always be successfully accomplished and is then followed by the predetermined pay-off. A contract consists of three key elements.

Distribute Handout #1:
Essential Components of Contracting for Learning

Refer to Handout #1, Part I:
Elements of a Learning Contract

Paraphrase:	Elements of a contract for learning:
1. Define the task.	1. Define the task - what the learner is to do.
a) Use observable, measurable terms.	a) Use observable, measurable terms. Example: "Using the card catalog to identify three references on a specific topic."
b) State in positive phrases.	b) State in positive phrases. Example: "The learner will do" rather than "the learner will refrain from."
2. State the success requirement.	2. State the success requirement - how well the task is to be done. Include the following:
a) Time spent.	a) The amount of time to be spent.
b) Level of performance.	b) The level of performance to be attained - short-term, reasonable.
c) Combination of a and b.	c) A combination of time and level of achievement.
3. State the pay-off.	3. State the pay-off.
a) Value to student.	a) Must be valued by the student.
b) Desirability to student.	b) Must be desirable to the student.
c) Available only in the contracting situation.	c) Must not be readily available outside the contracting situation.

Distribute Handout #2:
Sample Learning Contract Form

Point out the required elements using Handout #2.	Point out all the required elements on the sample contract form (Handout #2).

Establish a reinforcement menu which includes a variety of rewards appealing to many students.

It is suggested that a reinforcement menu be developed which lists available choices for pay-offs. These lists can be compiled by efforts between students, teachers, parents, tutors, counselor, and others. Every effort should be made to discover what kinds of pay-offs students value and consequently are willing to work for in the contracting situation. For example, one student might be willing to contract for a 15-minute period of answering the phone in the school office, while another might choose a coke break. The reinforcement menu should be varied enough to accommodate the wide variety of interests found in the typical classroom.

PART II

Refer to Handout #1, Part II: Rules for Contracting for Learning

Paraphrase:

Rules for contracting for learning:

1. Include immediate pay-off.

Using Handout #1, Part II, explain that the following rules must be followed in contracting for learning:

1. Include immediate pay-off (reward) initially. Immediate reinforcement is most effective when the contract is first begun and the student is just learning how to work under the rules of this system. Example: When a student performs well on a test, the praise or pay-off is more effective shortly after the test is taken, rather than two weeks later.

2. Reward small approximations.

2. Reward small approximations initially. Reinforcement of small

	parts of a larger task often, ensures continued success. Rather than rewarding a student in sewing class for the completion of three months' work on how to tailor a suit, break up the tasks and rewards into small sections. Example: Write a contract to construct the collar.
3. Give frequent small pay-offs.	3. Give frequent, small pay-offs rather than a few large ones.
4. Stress accomplishment.	4. Stress student accomplishments rather than rewards. Stressing student successes establishes independence; stressing rewards encourages dependence on the teacher. Avoid phrases such as "I" will give you this if "you" do that.
5. Adhere to specific order of events.	5. Strictly adhere to the predetermined, prescribed events. Work must always come before play.
6. Include fairness.	6. Incorporate fairness into the terms of the contract. The amount of work must equal the reward. A fair contract might state that after the completion of a specific unit on refrigeration, the student will be able to go out on a house call.
7. Use clear statements.	7. Use clear statements in the contract. Never say, "Do some work, and then you can take a break." You must be specific; specify the items, e.g., ten pages of reading, a three-minute break, etc.
8. Include honesty.	8. Incorporate honesty into the terms of the contract. "If everyone gets all A's we will have a field trip" is neither honest nor fair as a contract.

9. Use positive statements.	9. Use positive statements. The contract must be stated in positive terms, "If you do X, you will be able to do Y."
10. Use systematic method.	10. Use a systematic method when writing the contract. Contracting for learning goes on between people continuously at the conscious and unconscious level. Formal contracting must be systematized and, therefore, recognized for what it is, a method of motivational management.
PART III Refer to Handout #1, Part III, Steps in Contracting for Learning	
Paraphrase:	Using Handout #1, Part III, explain that the following steps must be taken in contracting for learning:
1. Conduct an initial conference.	1. Conduct an initial conference with the student. a) Discuss concept of learning contracts. b) Create interest and enthusiasm. Stress that in this system the student will have a clear understanding of his/her progress and what is to be learned. c) Present contract form and discuss components of the contract.
2. Select the learning task.	2. Select the learning task. a) Consider what the student needs most to accomplish. b) Be sure the task is reasonable in terms of time and expected success. c) Be sure the learner has the prerequisite skills.

	d) Be sure the required performance can be observed and measured.
3. Establish success requirement.	3. Establish the success requirement. a) Success must be possible within a reasonable length of time. b) Level of expected achievement must be realistic. Always ask: (How much perfection is essential? Possible? Desirable?)
4. Select the pay-off.	4. Select the pay-off. a) Keep in mind the value and desirability of the pay-off and the student's willingness to work for the pay-off. b) Consider the effort required and balance the pay-off accordingly. In later stages the task requirements can become proportionately greater.
5. Write and sign the contract.	5. Write and sign the contract.
6. Have student perform task.	6. Have student perform task. Throughout assist the student in considering whether or not his/her performance is successful, according to the terms of the contract.
7. Evaluate progress. Distribute Handout #3: Checklist for Analyzing Nonsuccess	7. Evaluate progress. a) If the success requirement is met, the performance has been successful. Meet with the student to develop a strategy for maintaining the achieved level of performance. b) If the success requirement is not met, try to determine the cause of nonsuccess. If the contract is at fault, revise so that success can be attained.

Discuss, using Handout #3.	Go back to Step 5. Also analyze the situation using Handout #3, Checklist for Analyzing Nonsuccess.

PART IV

Distribute Handout #4: Practice in Writing Contracts for Specific Students	Read the directions provided in Handout #4. Have participants complete the activity.
Explain the activity. Allow 5 - 10 minutes for completion of the activity and then discuss and analyze the contracts. Refer to Handout #1.	Discuss several of the contracts written by the participants. Have the group analyze each to determine if they meet the prescribed requirements. Refer to Handout #1.

FOLLOW-UP ACTIVITY

Explain the activity.	During the session, have participants select one of the contracts written in Handout #4 for implementation with a problem learner.
Schedule a sharing session.	Within two weeks conduct a sharing session for participants to share the results of this activity.

SUMMARY

Paraphrase: Contracting for learning is an effective technique for preventing lack of motivation.	Since lack of motivation is a frequent classroom problem, we have explored one technique designed to get students interested in achieving designated tasks. This technique offers the student desirable outcomes for successful completion of a designated task. The process, contracting for learning (or contingency contracting), has been used successfully with all age groups

and for all kinds of learning tasks. It represents one of a variety of techniques teachers should have in their repertoire to encourage students' willingness to learn.

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

Contracting for Learning: Contingency Contracting: Transparency A

GRANDMA'S RULE

FIRST EAT YOUR SPINACH;
THEN YOU CAN HAVE DESSERT.

OR

PREMACK PRINCIPLE:

IF YOU DO X, YOU GET Y.

ESSENTIAL COMPONENTS OF A CONTRACT FOR LEARNING

I. Elements of a Contract

1. Define the designated task - What the learner is to do.
    - a) Use observable, measurable terms.
    - b) State in positive phrases ("will do," not "will not do").
2. State the success requirements - How well the task is to be done.
    - a) Amount of time to be spent.
    - b) Level of performance to be attained, short-term, reasonable.
    - c) Combination of time and achievement level.
3. State the pay-off.
    - a) Must be valued by the student.
    - b) Must be desirable to the student.
    - c) Must not be readily available outside the contracting situation.

II. Rules for Contracting for Learning

1. Include an immediate pay-off (reward) initially.
2. Reward small approximations, initially.
3. Give frequent, small pay-offs rather than a few large ones, initially.
4. Stress student accomplishments rather than rewards.
5. Adhere strictly to the predetermined, prescribed order of events.
6. Incorporate fairness into the terms of the contract.
7. Use clear statements in the contract.
8. Incorporate honesty into the terms of the contract.
9. Use positive statements.
10. Use a systematic method when writing contracts.

III. Steps in Contracting for Learning

1. Conduct an initial conference with the student.
    - a) Discuss concept of learning contracts.

- b) Create interest and enthusiasm.
- c) Present contract form and discuss each component of the contract.

2. Select the learning task.
   - a) Consider what the student needs most to accomplish.
   - b) Be sure the task is reasonable in terms of time and expected success.
   - c) Be sure the learner has the prerequisite skills.
   - d) Be sure the required performance can be observed and measured.

3. Establish success requirement.
   - a) Success must be possible within a reasonable length of time.
   - b) Level of expected achievement must be realistic. (Always ask: How much perfection is essential? Possible? Desirable?)

4. Select the pay-off.
   - a) Keep in mind value and desirability of the pay-off and the student's willingness to work for the pay-off.
   - b) Consider the effort required and balance the pay-off accordingly. In later stages, the task requirements can become proportionately greater.

5. Write and sign the contract.

6. Student performs task.

7. Evaluate progress.
   - a) If the success requirement is met, the performance has been successful. Meet with the student to develop a strategy for maintaining the level of performance achieved.
   - b) If the success requirement is not met, try to determine the cause of nonsuccess. If the contract is at fault, revise the contract so that success can be attained. Go back to Step 5. Also analyze the situation using Handout #3, Checklist for Analyzing Resources.

Contracting for Learning: Contingency Contracting: Handout #2

SAMPLE LEARNING CONTRACT FORM

I ______________________________ agree to ________________________
(designated task)

______________________________. The job will be complete when ______

____
(success requirement)

Date: __________________ Signature: ______________________________
(student)

After you have successfully completed the job listed above, you may __________

____
(pay-off)

Date: __________________ Signature: ______________________________
(teacher)

completed ________________________
(date)

CHECKLIST FOR ANALYZING NONSUCCESS

Did the student understand the contracting process?

Was the designated task realistic, not too difficult, or too long?

Was the success requirement reasonable, not demanding unnecessary perfection or excessive amounts of time to achieve?

Was the pay-off valued, desired, and not readily obtainable elsewhere?

Did the student enter into the contract by his/her own choice?

The answers should give you direction for revising the contract or otherwise correcting the situation leading to the lack of success. Go back to Step 5 for rewriting a new contract.

PRACTICE IN WRITING CONTRACTS FOR SPECIFIC STUDENTS

Using the information you have gained during this session, consider the motivational and learning needs of three of your students. Write a contract you think might be appropriate and acceptable for each of the three students.

Student #1 - First Name: ______

Designated task: ______

Success requirement: ______

Pay-off: ______

Student #2 - First Name: ______

Designated task: ______

Success requirement: ______

Pay-off: ______

Student #3 - First Name: ______

Designated task: ______

Success requirement: ______

Pay-off: ______

Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Constructive Confrontations

Objective:

Participants will be able to use constructive confrontation techniques in dealing with stress or conflict situations.

Time Required For Presentation: 30 minutes

Overview and Introduction - 8 minutes	Part I - 8 minutes
	Part II - 14 minutes

Equipment Needed:

2 (5x8) index cards

Materials To Be Duplicated:

Transparencies A
Handouts #1, #2, #3, and #4
Role Playing Cards (See Instructions for Making Role-Playing Cards)
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A - Generalizations Drawn from the Effective Confrontation Story
Handout #1 - One Teacher's Effective Confrontation
Handout #2 - Expressing Anger Without Insult
Handout #3 - Constructive Confrontations
Handout #4 - Follow-up Activity on Constructive Confrontations
Instructions for Making Role-Playing Cards

Resources And References:

Ginott, H. Teacher and child: A book for parents and teachers. New York: Macmillan, 1972.

Gordon, T. Teacher effectiveness training. New York: David McKay Company, Inc., 1974.

Directions for Presentation

OVERVIEW

Throughout the school day communicating with others is essential. Communication with students is of primary importance, but teachers must also communicate with administrators, parents, and other teachers. Effective communication results in increased responsiveness in others, a more positive atmosphere, and more productive working relationships.

Effective communication is often especially difficult in problem situations or in emotionally charged confrontations. Yet, communication needs to be particularly effective during these critical periods, because these situations test relationships and may be significant in determining the future course of relationships or actions.

Therefore, it is important to deal constructively with conflict and confrontation, thereby ensuring a positive, open educational environment for students, teachers, administrators, and parents.

The activities in this session are designed to: 1) illustrate the use of constructive confrontation; 2) present techniques for dealing constructively with confrontation situations; and 3) offer guided discussion and application of constructive confrontation techniques.

The session can be divided into two parts as follows:

Part I: Participants discuss the occurence of anger in conflicting situations and practice ways to express anger without insult by using "I" messages.

Part II: Participants discuss and practice the constructive confrontation technique of addressing the situation or behavior rather than the person.

PRE-SESSION ARRANGEMENTS

Select volunteers for role-playing activities in Part II.

Prior to beginning the presentation select 7 participants for the role-playing activity described in Part II of this session. Give each group of participants a card and ask them to be prepared to enact the role-playing situations.

INTRODUCTION

Distribute Handout #1: One Teacher's Effective Confrontation

Read aloud to participants.

Read the story aloud to participants. Ask for participant reactions to the story using these questions:

1. What is your reaction to the way in which the teacher dealt with this student?

Allow 2 minutes for discussion.

2. What did you like about it? What did you dislike about it?
3. What ideas or techniques can be drawn from the story?

Show Transparency A: Generalizations Drawn from the Effective Confrontation Story

Using Transparency A, point out that this story illustrates several valuable constructive confrontation techniques. Review the techniques and emphasize any similarities between these statements and the techniques suggested by participants in the discussion.

PART I

Paraphrase:

How many of you do not get angry at least once a day?

Angry feelings are inevitable. Be aware of these feelings and respect them.

The realities of teaching, overloaded classes, changing values, conflicting demands, and sudden crises, make anger inevitable. Angry feelings quickly arise in stressful situations. Teachers need not apologize for their angry feelings. Teachers need to be aware of these human feelings and respect them.

Express anger:

1. Without causing conflict or stress.
2. Without insult.

Though we cannot always be patient, we can always be authentic. Our responses should be genuine. Words should fit feelings. We do not have to hide annoyance, pretend patience, or demonstrate hypocrisy by acting nice when we feel nasty. We can express anger without causing more conflict or stress. We can express anger without insult.

To achieve this:

1. Describe what is seen, what is felt, and what is expected.

To achieve this, responses to conflict situations must begin by describing:

1. What is seen.
2. What is felt.
3. What is expected.

2. Recognize the situation as potentially harmful to both parties.

Recognize that anger reduces control and that both parties must be protected. Using "I" messages ensures this protection. These include, "I am annoyed," "I am appalled," "I am furious," etc.

3. Use "I" messages to express anger or negative feelings.

"I" messages are safer statements than "you" messages such as, "You are a menace;" "You are lazy and irresponsible;" "Who do you think you are;" etc.

4. Be articulate in expressing anger in a productive manner.

Many expressions of anger are possible with "I" messages. Learning to use them is not easy, since the first impulse is a tongue-lashing insult, but constructive confrontations result from expressing different levels of anger without insult.

Example: Slight anger can be expressed by saying, "I am uncomfortable, displeased, annoyed or irked."

The intensity of the message can be increased by being "frustrated, exasperated, livid, incensed, indignant, aghast, furious, or enraged."

Distribute Handout #2: Expressing Anger Without Insult	
Refer to Handout #2, Part A. Explain activity. Emphasize that quick responses are needed because in real situations there is no time for contemplation. Something is said or done and a response is given.	Using Handout #2, Part A: 1. Have participants quickly list as many expressions of anger as possible.
Elicit and discuss different responses.	2. Elicit and discuss 6 or 7 of the different responses given by the participants.
Allow 2 minutes for activity.	
Refer to Handout #2, Part B.	Using Handout #2, Part B:
Explain activity.	1. Have each participant quickly respond with "I" messages to the situations given.
Again, emphasize need for rapid responses.	
Elicit and discuss different responses.	2. Elicit and discuss 6 or 7 of the different responses given by the participants.
Allow 4 minutes for the activity.	
PART II	
Paraphrase: Attack the behavior or situation, not the person.	There is a second way to express anger or other negative feelings without escalating hostilities and damaging relationships and self-concepts. This is achieved by developing the language of acceptance. That is, address the situation or behavior without judging or attacking the person. The reverse is the language of rejection which

communicates negative messages and conveys lack of concern for others.

Examine two different approaches to become aware of current approach.

To become aware of our current approach, let us examine two different approaches to given situations.

Read and have participants role-play the two situations provided on the role playing cards. Discuss the type of responses given.

As stated below, read each role-playing situation and have the previously selected participants enact the different responses given on the role-playing cards. After each role-play activity, discuss and identify which response attacked the person and which response addressed the situation.

Read Situation #1 aloud.

> Situation #1: A student fails an important test.

Answers to Situation #1.

Answers to responses for Situation #1:

Teacher A: Attack the person.
Teacher B: Address the situation.
Teacher C: Attack the person.

Read Situation #2 aloud.

> Situation #2: A student drops a bin of parts scattering them over the floor.

Answers to Situation #2.

Answers to responses for Situation #2:

Teacher A: Attack the person.
Teacher B: Address the situation.
Teacher C: Attack the person.
Teacher D: Address the situation.

Allow 2 minutes for discussion.

Distribute Handout #3: Constructive Confrontations

Divide into groups of 8-10 persons and assign sets of situations using Handout #3.

Divide participants into groups of 8 to 10 persons. Using Handout #3, assign each group one set of situations. Ask

Have each group:

1. Prepare responses to each situation in the assigned set of situations.
2. Emphasize that quick responses to the situation are important for realistic practice.
3. Select one situation for role-playing. (optional)

Allow 5-10 minutes for preparing and discussing responses.

If role playing responses, allow another 5 minutes for selecting role playing members and presenting each role-play.

each group of participants to prepare and discuss Teacher A and Teacher B responses for each situation provided in their assigned set.

Optional: Ask each group to select group members to role play both Teacher A and Teacher B responses for one of their assigned situations.

SUMMARY

Conflict and anger are inevitable.

How these situations are handled is the issue.

Use constructive confrontation techniques:

1. Describing what you see, feel, and expect.
2. Being aware of feelings of anger and responding with "I" messages.
3. Addressing the situation rather than attacking the person.

Conflicting situations and resulting feelings of anger are inevitable. This is part of human behavior. The important issue is how we handle these situations when they arise. Negative, insulting responses bring more conflict and feelings of hostility. This can be avoided by using constructive confrontation techniques. These include:

1. Describing what you see, feel, and expect.
2. Being aware of feelings of anger and responding with "I" messages.
3. Addressing the situation rather than attacking the person.

FOLLOW-UP ACTIVITY

Distribute Handout #4: Follow-Up Activity for Constructive Confrontations	
Explain assignment.	Read through and explain the follow-up activity given in Handout #4.
Schedule sharing session.	Announce the date scheduled for sharing the results of the follow-up activity.

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

GENERALIZATIONS DRAWN FROM THE EFFECTIVE CONFRONTATION STORY

1. DESCRIBE WHAT IS SEEN, FELT, AND EXPECTED.

2. BE AWARE OF YOUR OWN FEELINGS OF ANGER.

3. USE "I" MESSAGES TO EXPRESS ANGER OR NEGATIVE FEELINGS.

4. ADDRESS THE SITUATION OR BEHAVIOR RATHER THAN ATTACKING THE PERSON.

5. BE FIRM AND CONSISTENT.

ONE TEACHER'S EFFECTIVE CONFRONTATION

It was the beginning of the school year and in my class I had a boy who I'll call Johnny. Johnny had a well-established reputation as a school trouble-maker and discipline problem. For several years, I had clearly established rules of classroom conduct and Johnny wasted no time testing these.

On one particularly trying day, he broke one of the rules by talking out without permission 10 times. This meant that he would lose his recess. I informed him of this, but when recess time came, he got up to walk out the door with the other students.

I had expected that he might be especially upset about missing this recess since his team captain was absent and Johnny was to take his place. However, I had not expected direct defiance. I stepped in front of him and reminded him that he had to miss that recess. He began arguing and shouting at me using several profanities. Naturally I felt myself becoming more and more angry; but I refused to let him provoke me to say or do something that I might later regret. Instead, I simply repeated the rule and the consequence for his behavior. Finally, he yelled, "You're the poorest excuse for a teacher I've ever seen."

At that point all I wanted to do was to grab him, shake him soundly and give him a good tongue-lashing. However, I caught myself in time and said as evenly as I could, "I'm sorry you feel that way but I expect you to follow the rules, and you're still going to have to miss recess."

He looked at me with surprise and took two steps backward. Then, he abruptly walked to one of the windows and stood there looking out for the rest of the recess period, not talking but not moving either.

He still tried testing me a few more times after this, but this seemed to be a turning point. He understood that he had to respond to the rules but learned that transgressions didn't bring hostile responses.

EXPRESSING ANGER WITHOUT INSULT

Part A: List expressions of anger, such as, "I am annoyed."

1. I am ____________________
2. I am ____________________
3. I am ____________________
4. I am ____________________
5. I am ____________________
6. I am ____________________
7. I am ____________________
8. I am ____________________
9. I am ____________________
10. I am ____________________
11. I am ____________________
12. I am ____________________
13. I am ____________________
14. I am ____________________

Part B: Respond with "I" messages to the following situations:

1. The class is in an uproar.

____

____

2. Two students are throwing "spit wads" at each other.

____

____

3. A student uses abusive and foul language.

4. The stations are not cleaned up at the end of class.

5. A group has failed to observe safety rules.

6. A fight breaks out between two students over the ownership of a pen.

7. Several students come to class without required supplies (pencil and paper).

CONSTRUCTIVE CONFRONTATIONS

In each situation listed below give a Teacher A response (which attacks the person) and a Teacher B response (which addresses the situation or behavior).

SET I

1. A student goes to sleep during class.

   Teacher A:

   Teacher B:

2. Several students have complained to you that a particular classmate "smells." You have noticed it too.

   Teacher A:

   Teacher B:

3. In a conference with you and a student's parents, your school principal states reasons for the student's poor achievement. You feel these reasons are not valid and reflect only the principal's concern with maintaining good public relations.

   Teacher A:

   Teacher B:

4. Another teacher who likes to take over and give orders criticizes your bulletin board, and then begins disciplining your students in front of you.

   Teacher A:

   Teacher B:

5. You have reason to suspect that George sleeps through your class each morning because he stays up to watch the late movie every night. In a parent conference you state that George usually sleeps through your class. His father immediately responds that George is bored with school and implies that George needs a teacher who can make learning fun and interesting.

   Teacher A:

   Teacher B:

SET II

1. A student accidentally drops and breaks an expensive piece of equipment.

   Teacher A:

   Teacher B:

2. You see a student cheating on an exam.

   Teacher A:

   Teacher B:

3. At your principal's request, you have agreed to work with a group of students needing remedial help. Three weeks have passed and your order for classroom material is still on your prinicipal's desk.

   Teacher A:

   Teacher B:

4. Two other teachers confront you about your giving special help to some of the students in your classes. They imply that you are making them look bad and that, if not stopped, the administrators will soon require them to give special help also.

   Teacher A:

   Teacher B:

5. Parents express the feeling that their child is gifted and question your judgement in not giving this child superior grades in all areas.

   Teacher A:

   Teacher B:

SET III:

1. A student is using your class for a study hall.

   Teacher A:

   Teacher B:

2. A student lab assistant reports a classmate for refusing to clean up the station.

Teacher A:

Teacher B:

3. You are concerned that a student in your class may be hearing impaired. You approach your principal about referring the student for testing. The principal responds, "We can handle our own problems in this school. Besides, Special Services is already overloaded and it would take 6 months to get any help."

Teacher A:

Teacher B:

4. Your principal has assigned you and another teacher to team teach. Your co-teacher as already been absent for two of the lessons for which this teacher agreed to be responsible. In addition, this is the third time in two weeks that this teacher has come to class unprepared.

Teacher A:

Teacher B:

5. A parent accuses you of not understanding the child and being unfair to her in grading and in your responses to her classroom behavior.

Teacher A:

Teacher B:

SET IV

1. You catch two students playing dice in the back of your room during a lesson.

Teacher A:

Teacher B:

2. A student fails to observe a safety rule.

Teacher A:

Teacher B:

3. Your principal has assigned you and another teacher to team teach. Your co-teacher has frequently been unprepared for lessons for which this teacher was responsible and has often been absent. Discussing the situation with your co-worker has not helped. You present the situation to your principal. The principal responds, "I hope that you and your co-worker can work things out, but I'm not worried because I know that you will do an excellent job regardless of the other teacher's performance.

   Teacher A:

   Teacher B:

4. One particular teacher always seems to be critizing and degrading slow students in the lounge. In addition this teacher makes derogatory statements and insinuations about these students' parents and family life.

   Teacher A:

   Teacher B:

5. Your evenings are being ruined by a talkative, pushy parent who telephones nightly to complain about the child's behavior.

   Teacher A:

   Teacher B:

FOLLOW-UP ACTIVITY ON CONSTRUCTIVE CONFRONTATIONS

PART A

Identify a problem or conflict situation in your classroom or school. Identify how you could use constructive confrontation techniques in dealing with this problem. Then apply the identified constructive confrontation technique to the problem, and report the results.

Remember:

To use constructive confrontation:

1. Describe what you see, feel, and expect.
2. Be aware of your own feelings of anger.
3. Use "I" messages to express anger or negative feelings.
4. Address the situation or behavior rather than attacking the person.

---

1. State the problem. ______________________________

____

2. List several suggestions for what you could say or do using constructive confrontation techniques. ______________________________

____

____

____

____

____

____

____

____

3. Discuss the results. (What did you actually say or do and what happened?) ______________________________

PART B

Using the chart below, keep a log of incidents in which you used constructive confrontation techniques and record the results.

Date	Problem	Constructive Confrontation Technique Used	Results

INSTRUCTIONS FOR MAKING ROLE-PLAYING CARDS

Make one copy of this sheet, cut out each card and glue to a "5x8" index card or, type each situation as given below on two "5x8" index cards.

Situation #1: (3 volunteers) card #1

A student fails an important test.

Teacher A: "You can do better than that. You're certainly bright enough. What is it? You just don't care? You'd better buckle down if you want to pass this course.

Teacher B: "What's the matter with you? You didn't try hard enough. A second grader could have passed this test. If you don't shape up I'll see you in summer school."

Teacher C: "I'm concerned about your work. It needs improvements. How can I help you do this?"

Situation #2: (4 volunteers) card #2

A student drops a bin of parts, scattering them over the floor.

Teacher A: "You clumsy clout. Can't you do a simple job without fouling everything up?"

Teacher B: "Way to go, Hands! No matter what I give you to do, you mess it up."

Teacher C: "Let me help you get those back in order."

Teacher D: "John, will you help Bob?"

Classroom Management and Organization

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Individualizing Instruction: Techniques

Objective:

To identify the advantages, disadvantages, and applications of different types of individualized instruction.

Time Required For Presentation: 30 minutes

Part I - 20 minutes
Part II - 10 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handouts #1, #2, #3, #4, #5
Transparencies A, B
Evaluation Form

Packet Contents:

Directions for Presentation
Transparency A - Traditional Role Changes as a Result of Individualized Instruction
Transparency B - Comparative Responsibilities of Types of Instruction
Handout #1 - Types of Individualized Instruction
Handout #2 - Checklist of Individualized Instruction Components
Handout #3 - Learner Profile
Handout #4 - Reinforcement Inventory
Handout #5 - Weekly Progress Report

Resources And References:

Nystrom, D., Bayne, G., & McClellen, L. Instructional methods in occupational education. Indianapolis, IN: Bobbs-Merrill, 1977.

Phelps, L. A., & Lutz, R. J. Career exploration and preparation for the special needs learner. Boston: Allyn and Bacon, 1977.

Purcel, D., & Knaak, W. Individualizing vocational and technical instruction. Columbus, OH: Charles E. Merrill Publishing Company, 1975.

Individualizing Instruction: Techniques

Directions for Presentation

OVERVIEW

Secondary students have different educational goals which range from termination of formal education to postgraduate training. In addition, they represent wide differences in academic ability, interest, maturity, and experience. Therefore, teachers cannot afford a "shotgun" approach to instruction for these students.

Educational programs must be designed to include a variety of individualized instructional experiences whereby students are offered opportunities to progress toward their educational goals at an optimal rate. Several approaches can be incorporated into the instructional delivery system to individualize learning. This module is designed to acquaint participants with the major components of an individualized instructional program.

This session can be divided into two parts as follows:

Part I: Participants examine four types of individualized instruction, including the advantages and disadvantages of each as well as the suggested application of each.

Part II: Participants analyze their own programs to determine where and how each type of individualized instruction can be incorporated into their programs.

INTRODUCTION

The uniqueness of each learner suggests the need for individualized instruction.

Learning opportunities should include:

1. Entry at appropriate knowledge and skill level.

Individualized instruction assumes that all learners are unique with their own set of needs, abilities, interests, and values. Because they are unique, they should have the opportunity to:

1. Begin a course or program at a level appropriate to their entry skill and knowledge;

2. An instructional pace suited to the learning style.	2. Progress at a pace best suited to their own learning style; and,
3. Exit when objectives are met.	3. Exit from a course or program when they meet the specific terminal objectives.

PART I

Show Transparency A: Traditional Role Changes as a Result of Individualized Instruction

Paraphrase: When instruction is individualized, the teacher's role changes from whole-group lecturer to instructional manager. Other role changes include:	In a system where students' learning experiences are matched with their own unique needs, abilities, and learning styles, the teacher role changes from whole-group instructor, lecturer, and disciplinarian to instructional manager. Other role changes include:
1. Teachers functioning more as curriculum counselors, etc.	1. Less time being given to large-group instruction and demonstrations, thus freeing the teacher to function as a curriculum counselor, tutor, and behavior modifier.
2. Students learning to actively manage their learning programs by:	2. A different student role in the educational process with the implementation of individualized instruction. Students must:
a) Actively participating.	a) Become active participants in their own instructional process.
b) Independently managing their own learning.	b) Learn to manage their instructional program independently.
c) Managing time appropriately.	c) Manage their time to the fullest advantage.
d) Deciding appropriate instructional activities.	d) Participate in the decision-making process by selecting instructional activities that will enable them to meet their objectives.
e) Evaluating progress.	e) Record and evaluate their progress through the program.

Paraphrase:	
Individualized instruction differs from the group-centered approach by focusing on curriculum materials and interaction between student and teacher. The basic components of an individualized program are:	An individualized instructional program differs from the group-centered approach in that the major components deal with curriculum material and interaction between student and teacher. Four key components of an individualized program are:
1. Terminal and enroute objectives.	1. Objectives, both terminal and enroute, stated in observable, measurable terms.
2. Diagnosis.	2. A detailed diagnosis of learner characteristics and level of functioning upon entering a program.
3. Multi-style activities.	3. A wide variety of activities using various styles of presentation and requiring various types of responses.
4. Continuous assessment.	4. A continuous assessment system of recording student progress.
Show Transparency B: Comparative Responsibilities of Types of Instruction	
Distribute Handout #1: Types of Individualized Instruction	
Paraphrase:	
The types of individualized instruction are:	The different types of individualized instruction include:
1. Individually diagnosed and prescribed.	1. Individually diagnosed and prescribed.
2. Self-directed.	2. Self-directed.

3. Personalized.	3. Personalized.
4. Independent study.	4. Independent study.
Responsibility is emphasized differently for both student and teacher for each type.	Each type of individualization requires varying degrees of responsibility for teacher and student. Responsibility is emphasized differently for both student and teacher for each type.
Match circumstances and student with appropriate type of instruction.	An analysis of the circumstances helps determine which type should be selected. No one type is appropriate for all students in all circumstances. Ideally, many types will be in simultaneous use in a single program.
Using Handout #1, discuss: 1. Advantages and disadvantages of each. Instruct participants to respond to each type of instruction in writing and then elicit comments.	Using Handout #1, discuss the process involved in each type as well as the advantages and disadvantages of each. Elicit participants' experiences, observations, and ideas.
2. Suggested applications: a) Specific circumstances. b) Specific instructional programs. Instruct participants to respond to each type of instruction in writing and then elicit comments. Allow 10 minutes for discussion.	After discussing the advantages and disadvantages of each type: 1. Ask participants to suggest applications, a set of circumstances in which each type might be appropriate. For example, the mature student who is refining already learned skills might work more productively in an independent study program. 2. Encourage discussion of those aspects of specific instructional programs which lend themselves to a particular type of instruction. For example, making service calls or work-study courses require a self-directed type of instruction because the instructor is not present while the student is at the client's place of business.

Paraphrase: The desirable features of individualized instruction include:	The desirable features of individualized instruction include:
1. Systematic feedback.	1. A systematic way of providing feedback to the student. Immediate feedback is far more effective than delayed.
2. Sequencing units from: a. simple to complex b. parts to whole c. spiraling information d. cause to effect e. effect to cause	2. Carefully sequencing units of instruction to provide opportunity for.success. Sequencing can be done from: a. simple to complex b. parts to whole c. spiraling information d. cause to effect e. effect to cause Learning is enhanced when the student is made aware of the sequencing system employed and the rationale for its use.
3. Active learner responses.	3. Active learner responses are desirable since comprehension and retention are greater when the learner is actively engaged in the instructional process.
4. Self-paced activities.	4. Self-pacing allows the student freedom to reread, practice, or delete exercises involving previously learned concepts or skills. Greater efficiency in use of time results from self-paced activities.
5. Branching of alternatives.	5. Branching alternatives should be provided. Students should be able to select from various alternative activities which accommodate their own interests and learning styles. Also, extra

	information or practice may be needed by a student whose self-tests reveal that objectives were not yet met.
6. Periodic review.	6. To insure that skills and knowledge are not lost due to lack of use, periodic and spaced review should be a part of any instructional program.

PART II

Distribute Handout #2: Checklist of Individualized Instruction Components

Explain the activity.	Using Handout #2, have participants complete the checklist.
Discuss results as time permits.	
Allow 5 minutes for completion of the activity.	
When deciding which individualized instructional approach to use, additional aids include: 1. Learner Profile, Handout #3. 2. Reinforcement Inventory, Handout #4. 3. Weekly Progress Report, Handout #5.	Handout #3, Learner Profile, Handout #4, Reinforcement Inventory, and Handout #5, Weekly Progress Report, are included as aids to the instructor when making decisions about appropriate methods, materials, activities, and types of instruction for a particular student.

FOLLOW-UP ACTIVITY

Explain the activity.	Using the information derived from Handout #1 and #2 discussed in this session along with the additional information provided by Handouts #3 and #4, determine which type of individualized instruction can be designed for a student in your class. To accomplish this

complete the following activities:

1. Complete the Learner Profile, Handout #3, for the identified student.
2. Have the student complete the Reinforcement Inventory, Handout #4.
3. Examine Handouts #1 and #2 and determine which type of individualized instruction would best serve the needs of this student.
4. Design and implement an individualized program for the student and use Handout #5 to monitor weekly or daily progress. If desired, design your own progress report.

Schedule a sharing session.

5. Share the results of your individualized program implementation with other teachers at a sharing session.

SUMMARY

To use these types of individualized instruction, teachers must:

1. Consider student learning characteristics and skill to be taught.
2. Match this information with the appropriate type of individualization.

Students with good study habits are better able to use the more independent types of individualization, while the problem learners will

Different types of individualized instruction are appropriate to different learning characteristics. Therefore, the teacher must carefully scrutinize the specific learning characteristics of each student and the skill to be taught and select the type of individualization best suited to the student attempting to learn that skill. The types which are designed for extensive student decision making are most appropriate for students with good study habits. However, if these types are implemented with the better students, the teacher, then, has more time to devote to problem learners which have individually diagnosed and prescribed programs.

achieve more through an individually diagnosed and prescribed type. With this approach the teacher is freed to give more supervision to the needs of the problem learner.

EVALUATION

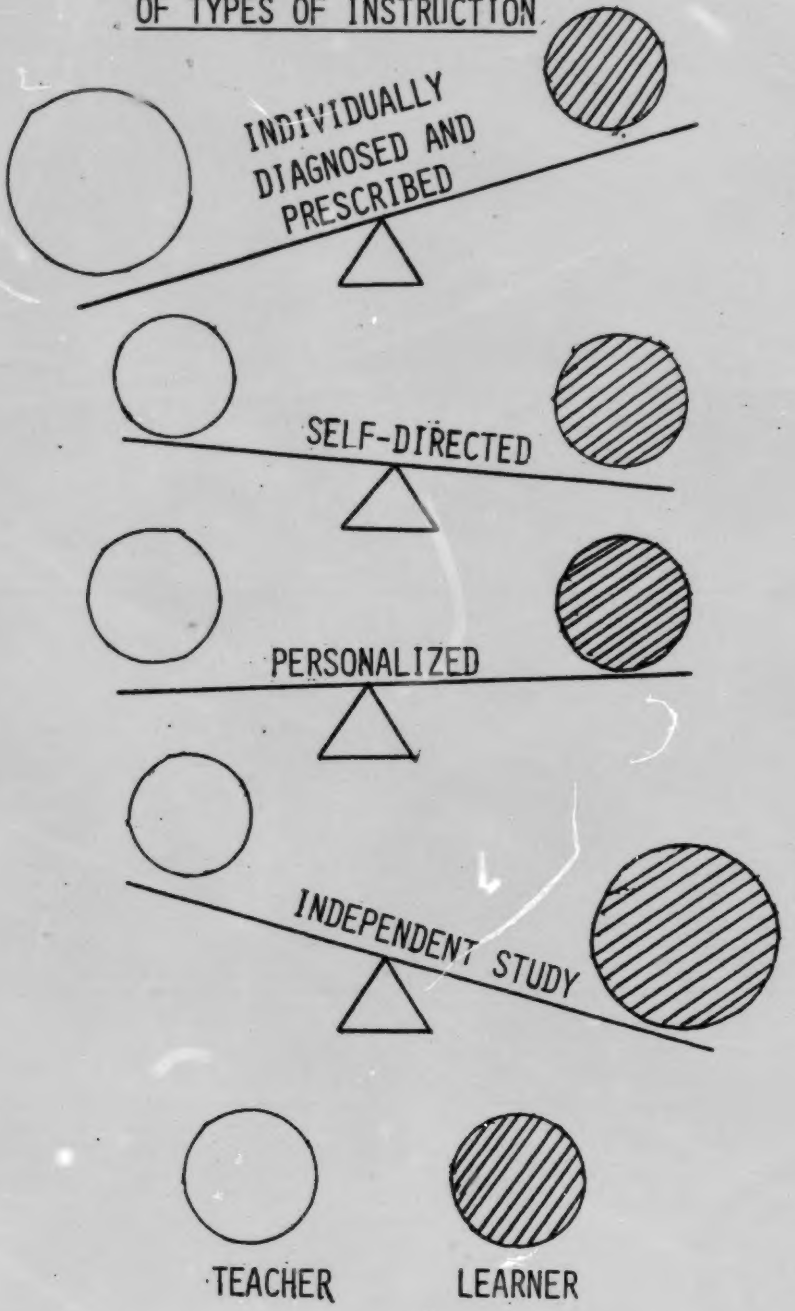
Distribute the Evaluation Form.

Participants are to evaluate the session by responding to the questions on the form provided.

TRADITIONAL ROLE CHANGES AS A RESULT OF INDIVIDUALIZED INSTRUCION

	FROM: TRADITIONAL	TO: INDIVIDUALIZED
TEACHER	WHOLE-GROUP INSTRUCTOR LECTURER DISCIPLINARIAN GRADER	CURRICULUM COUNSELOR TUTOR BEHAVIOR MODIFIER STANDARD SETTER
STUDENT	PASSIVE PARTICIPANT DEPENDENT LEARNER CLOCK WATCHER DIRECTION FOLLOWER TEST TAKER GRADE GETTER	ACTIVE PARTICIPANT INDEPENDENT LEARNER TIME MANAGER DECISION MAKER RECORD KEEPER SELF-EVALUATOR

COMPARATIVE RESPONSIBILITIES OF TYPES OF INSTRUCTION


INDIVIDUALLY DIAGNOSED AND PRESCRIBED
SELF-DIRECTED
PERSONALIZED
INDEPENDENT STUDY
TEACHER
LEARNER

Individualizing Instruction: Techniques: Handout #1

TYPES OF INDIVIDUALIZED INSTRUCTION

I. Individually Diagnosed and Prescribed

Teacher	Teacher and Student	Student
1. Selects objectives.		
2. Sets long- and short-term goals.		
3. Selects appropriate methods and materials.		
4. a) Supervises work.		4. b) Completes activities
5. Decides when to test.		
		6. Takes test to measure achievement.
7. Evaluates results.		
8. Decides if objectives are met.		

ADVANTAGES	DISADVANTAGES

Suggested Applications:

a) Specific situations:

b) Specific programs:

TYPES OF INDIVIDUALIZED INSTRUCTION

II. Self-Directed

Teacher	Teacher and Student	Student
1. Selects objectives.		
		2. Sets long- and short-term goals.
		3. Selects appropriate method/materials.
4. a) Acts as resource to student.		4. b) Completes activities.
		5. Determines readiness for test.
		6. Takes test to measure achievement.
		7. Evaluates results.
	8. Decide if objectives are met.	

ADVANTAGES	DISADVANTAGES

Suggested Applications:

a) Specific situations:

b) Specific programs:

TYPES OF INDIVIDUALIZED INSTRUCTION

III. Personalized

Teacher	Teacher and Student	Student
	1. Select objectives.	
	2. Set long- and short-term goals.	
3. Suggests appropriate methods and materials.		
		4. Selects activities from suggested list.
5. a) Assists small groups with selected objectives.		5. b) Completes activities independently and/or with periodic teacher guidance.
		6. Determines readiness for achievement test.
		7. Takes test to measure achievement.
	8. Evaluate results.	
	9. Decide if objectives are met.	

ADVANTAGES	DISADVANTAGES

Suggested Applications:

a) Specific situations:

b) Specific programs:

TYPES OF INDIVIDUALIZED INSTRUCTION

IV. Independent Study

Teacher	Teacher and Student	Student
1. Provides options.		
		2. Selects appropriate objectives.
	3. Set long- and short-term goals.	
		4. Selects appropriate methods and materials.
		5. Determines and completes activities.
		6. Takes test to measure achievement.
	7. Evaluate results.	
		8. Decides if objectives are met.

ADVANTAGES	DISADVANTAGES

Suggested Applications:

a) Specific situations:

b) Specific programs:

CHECKLIST OF INDIVIDUALIZED INSTRUCTION COMPONENTS

Instructions: Complete this checklist by marking each item as follows:

(✓) Designates those components which you now use in your program.
(+) Designates those features which you could easily add to your program.
(O) Designates those components difficult to incorporate into your program.

List the anticipated obstacles.

I. Basic Components

- A. Objectives
  - 1. Terminal Objectives
    - ______ a. stated in measurable terms
    - ______ b. expected behavior
    - ______ c. conditions
    - ______ d. criteria of performance
  - 2. Enroute Objectives
    - ______ a. stated in measurable terms
    - ______ b. expected behavior
    - ______ c. conditions
    - ______ d. criteria of performance
- B. Detailed Diagnosis
  - ______ 1. Learner Profile (See Handout #3)
  - ______ 2. Reinforcement Inventory (See Handout #4)
  - ______ 3. Other sources of information ______________
- C. Variety of Presentation Modes
  - 1. Visual
    - ______ a. printed
    - ______ b. film strip
    - ______ c. charts/diagrams
    - ______ d. slides
    - ______ e. film loop
    - ______ f. silent reels
    - ______ g. other ____________________
      ____
  - 2. Auditory
    - ______ a. tape
    - ______ b. lecture
    - ______ c. discussion
    - ______ d. other ____________________
      ____

3. Visual/auditory
    ______ a. simultaneous taped and printed material
    ______ b. sound filmstrip
    ______ c. sound reels
    ______ d. sound/slide presentation
    ______ e. other combination of see/hear

    ____
    ____

4. Manual
    ______ a. demonstration
    ______ b. mock-up
    ______ c. model
    ______ d. hands-on
    ______ e. simulation

5. Other
    ______ a. ____________________
    ______ b. ____________________
    ______ c. ____________________

D. Continuous Assessment and Recording System
    ______ 1. Charts
    ______ 2. Checklists
    ______ 3. Self-tests
    ______ 4. Graded tests
    ______ 5. Teacher observations
    ______ 6. Foreman reports
    ______ 7. Conferences

II. Desirable Features

______ A. Systematic feedback

______ B. Units sequenced to insure success

______ C. Active learner response required

______ D. Self-paced activities

______ E. Branching of alternatives

______ F. Periodic and spaced review provided

III. Anticipated Obstacles

____
____
____
____
____
____

Individualizing Instruction: Techniques: Handout #3

LEARNER PROFILE

Student's Name ______________________________

0 = absence of development
1 = minimal development
2 = average development
3 = above average development

Physical Skills (ability to perform and coordinate movements)

	0	1	2	3
Mobility				
Strength				
Stamina				
Balance				
Use of Lower Limbs				
Use of Upper Limbs				
Manual Dexterity				
Finger Dexterity				
Eye-Hand Coordination				
Eye-Hand-Foot Coordination				

Mathematical Skills

Count				
Tell Time				
Measure				
Add/Subtract				
Multiply/Divide				
Use Common Fractions				
Make Change				
Estimate				
size				
distance				
weight				

Verbal/Language Skills

Communicate Orally				
Communicate in Writing				
Read				
Deal with Technical Vocabulary				
Spell Accurately				
Maintain Records				
Complete Forms				
Use Telephone				

Verbal/Language Skills (cont'd)

	0	1	2	3
Express Ideas in Grammatically Correct Form				

Thinking Skills

	0	1	2	3
Remember				
lists				
names				
locations				
sequences				
Transfer Knowledge				
Follow Instructions				
Plan				
Organize				
Make Decisions				
Make Judgments				
Solve Problems				
Mechanical Aptitude				
Sustain Concentration				
Maintain Multiple Operations Simultaneously				
Change Duties Frequently				
Common Sense				
React Appropriately to				
emergencies				
unusual situations				
Initiate Changes				
Deal with Abstract/Ideas				
Deal with Concrete/Routine				

Perceptual Skills

	0	1	2	3
Auditory Acuity				
sound cues				
distinguish abnormal from normal sounds				
estimate distance				

Visual Acuity

	0	1	2	3
color cues				
shade differences				
2-D form differences				
form perception				
space				
distance				
motion				
Touch				
determine size				
shape				
temperature				
texture				
moisture content				
motion				
Smell				
differentiate odors				
Taste				
Social Skills				
Peer Acceptance				
Friendliness				
Active Group Participant				
Appropriate Behavior				
language				
manner				
dress				
grooming				
Team Cooperation				
Sensitivity to Others				
needs				
rights				
feelings				
Seeks/Accepts Help when Needed				

Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Individualizing Instruction: Working with Groups

Objective:

To apply appropriate classroom techniques for teaching in groups.

Time Required For Presentation: 30 minutes

Part I - 10 minutes
Part II - 8 minutes
Part III - 12 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handout #1, #2
Paper triangles (See Presession Preparation)
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Instructions for Making a Folded Paper Bird
Handout #2 - Classification of Teaching Techniques
Transparency A - Mill's Quote
Transparency B - Large Groups vs. Small Groups for Effective Teaching
Transparency C - Effective Techniques for Working with Groups
Transparency D - Classification of Techniques and Degree of Effectiveness

Resources And References:

Spitze, H. Choosing techniques for teaching and learning. Home Economics Education Association, N.E.A., Washington, D.C.: 1970.

Directions for Presentation

OVERVIEW

Many of us have been exposed to individualized instruction. We know that all students are unique and that their learning ability is also unique. Many times, total individualized instruction is not necessary; however, if we can group the students in small enough groups that they may succeed.

Groups do not learn; only individuals learn; however, what and how much each individual learns is conditioned by the group membership.

Learning should involve students in an active process. The more active the students become in the learning process, the more enthusiatic they are likely to be about learning. Moreover, with enthusiasm there is more likelihood for success and impetus for future learning.

The experience provided in this session is intended to inform those working with students of the different techniques available for working with groups.

This session can be divided into three parts as follows:

Part I: Participants identify the variety of group work activities presently being used in their classroom.

Part II: Participants identify specific techniques for working with groups.

Part III: Participants identify classifications and effectiveness of techniques for working with groups.

PRESESSION PREPARATION

Cut 9"-squares diagonally from duplicating or construction paper to make traingles. Make one for each participant to be used in Part III of this session.

INTRODUCTION

Show Transparency A: Mills Quote	Using Transparency A read the following quote:

Read the quote.	"The worth of the group in the long run is the worth of the individuals composing it."
Paraphrase:	
Individualized learning can be in a one-to-one or a group situation.	If we analyze what John Stuart Mill is trying to convey, we realize that effective teaching and learning should be individualized whether this results in a one-to-one or a group situation.

PART I - Identifying Current Classroom Group Activities

Paraphrase:	Many learning activities which we use in the classroom are more effectively done in groups. Each of us use group activities.
Explain the activity as follows:	Introduce the activity by reading the following instructions:
1. Divide participants into groups of 5 and list group activities used in their classrooms.	I would like for you to separate into groups of five. Each person in the group is to make a list of group activities used in their classroom. Note the size of the groups used and the specific activity.
Allow 1 minute for completion of task.	After a minute have each group select a spokesman to report several activities to the class. As reports are given note the variety in group sizes and types of activities conducted in groups.
2. Have each group select a spokesman to report several activities to the class.	
Allow 5 minutes for reporting group responses.	
Show Transparency B: Large Groups vs. Small Groups for Effective Teaching	
Summarize emphasizing the flexibility of small groups for teachers.	Summarize by showing Transparency A and emphasizing that small groups offer more flexibility for effective teaching.

PART II - Identifying Specific Techniques

Show Transparency C: Effective Techniques for Working with Groups	
Paraphrase:	A teacher who wishes to be effective will choose techniques which provide:
Grouping techniques should provide:	1) The most active student participation.
1) Active participation 2) Reality 3) Personal involvement.	2) The highest degree of reality. 3) The most personal interest or involvement of students.
Explain the activity by reading the instructions provided.	Read the following instructions:
Allow 1 minute for classification of group activities.	From your list of the group activities used in your class, check to see how many of them include the three techniques we have discussed.
Discuss: Percentage of activities listed include the techniques.	Discuss what percentage of your listed activities included these three techniques.
Allow 2 minutes for discussion.	
Paraphrase:	The effectiveness of any teaching technique is influenced by several factors besides the technique itself.
Influencing factors:	
1) Climate 2) Freedom 3) Flexibility 4) Acceptance 5) Trust	1) Climate of the classroom. 2) Atmosphere of freedom or authoritarianism. 3) Flexibility or rigidity. 4) Acceptance or rejection. 5) Mutual trust.
Other influencing factors: 1) Teacher expectations 2) Physical environment 3) Teaching devices 4) Appropriateness	This is essentially student - teacher relationships. If there is mutual trust and mutual respect, effective techniques will have a chance to operate. Teachers should earn respect, not demand it. Other factors, such as teacher expectation, physical

environment, and teaching devices will influence the success of techniques. Furthermore, the teacher needs to think of the appropriateness of a given technique for the material being taught. To aid in this we will discuss the following general classification of techniques.

PART III - Classification and Effectiveness of Techniques

Show Transparency D: Classification of Techniques and Degree of Effectiveness	
Paraphrase:	
Categories: 1) Real-life situations 2) Simulations of reality 3) Abstractions from reality	The categories are: 1) Real-life situations. 2) Simulations of reality. 3) Abstractions from reality.
Use the technique which: 1) Has practical application for students. 2) Is the most easily understood.	For example, when you, as teachers, take a course, you want information which you can apply to your classroom situation. Likewise, students should be given activities and information for which they can see a practical application. When you teach a lesson for which there are several teaching techniques, try to use the one which is most easily understood.
Distribute the paper triangles.	Distribute the paper triangles.
Explain the activity by reading the instructions provided quickly in order to cause confusion.	Introduce the activity by reading the following very quickly:
Allow 2 minutes for completion of the activity.	Fold your triangle in equal parts. Fold left side to right except for bottom half inch. Fold right side behind leaving half inch. Then flutter your flutterbird.
Distribute Handout #1: Instructions for Making a Folded Paper Bird	

Explain the activity by slowly reading the instructions provided.

Explain the activity by reading the following slowly:

Wouldn't it have been a more realistic learning experience if you could have done it in this manner:

Look at your instruction sheet on making a folded paper bird.
Step 1: Fold a square on the diagonal and and cut. (This step has been done for you.)
Step 2: Fold triangle in half in the direction of arrow.
Step 3: Fold front flap downwards as shown by dotted line and arrow.
Step 4: Fold top flap down behind to meet the other wing.
This is your completed bird. Raise and lower in order to make it flutter.

Discuss using the questions provided.

What are the two techniques that I used?

1) Lecture - abstract technique.
2) Real - action technique.

Which was better in this situation? Why?

1) More easily understood.
2) Pictures speak better than words.

Distribute Handout #2: Classification of Teaching Techniques

Explain the activity using the instructions provided.

Have participants:

1) Read the techniques.
2) Read the sample adaptations.
3) List adaptations for their classroom.

Allow 5 minutes for completion of the activity.

Introduce the activity using the following instructions.

Have the participants: 1) Read the techniques given in the left-hand column, 2) Read the sample adaptations in the middle column, 3) Read the list of examples of how each technique might be adapted as a group work activity in their classroom.

4) Discuss suggested adaptations. Reinforce creative suggestions.	4) Discuss their suggestions for classroom group activities.

SUMMARY

Paraphrase: 1) creative 2) consistent 3) individual a) participation b) successes c) purposeful	The techniques we have just discussed have merit for use with any content area. However, to be effective with special needs students, teachers need to be creative and consistent in using each technique. These students must have some successes and see a purpose to the learning situation. Each student must also do his/her part as a member in a group.

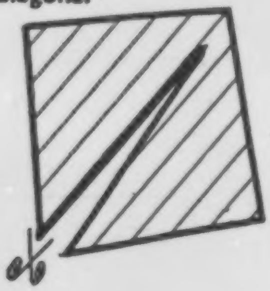
FOLLOW-UP ACTIVITY

Explain the assignment.	Have each participant try at least two real-life situations techniques during the next week and share the outcomes with other participants at a sharing session. (Optional - a brief written description can also be prepared.)

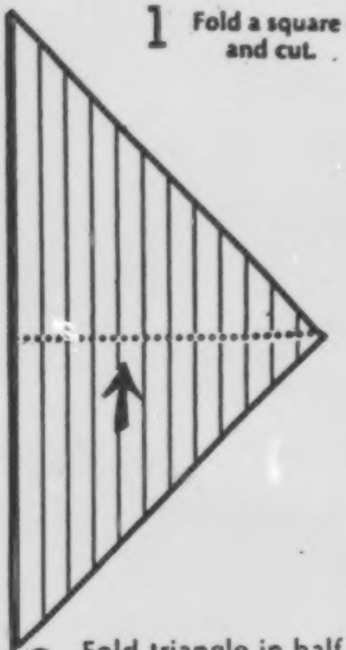
EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

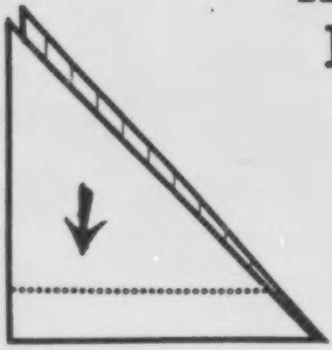
INSTRUCTIONS FOR MAKING A FOLDED PAPER BIRD



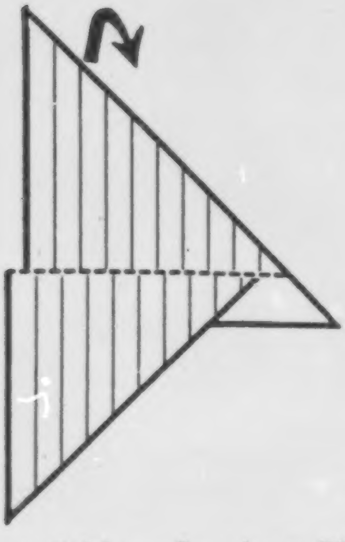
1 Fold a square on the diagonal and cut.



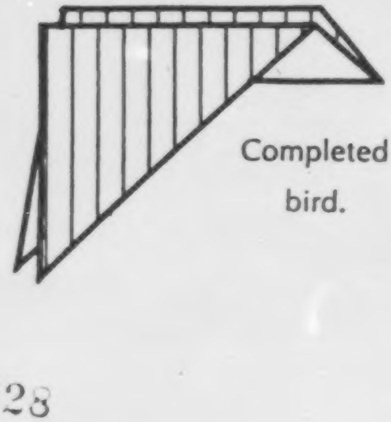
2 Fold triangle in half in direction of arrow.



3 Fold front flap downwards as shown by dotted line and arrow.



4 Fold top flap down BEHIND, to meet the other wing.



Completed bird.

CLASSIFICATION OF TEACHING TECHNIQUES

Technique	Sample Adaptation	Application in Your Classroom
Real-Life Situations	(most effective)	
1. Paid work experience	In teaching home economics it has been beneficial for Tom, who is working as a waiter, to work in a group that is studying proper serving techniques.	
2. Family membership home projects	We conducted a study to find out what groceries cost a family per week and whether or not they were a good buy. Example: comparing item prices, quantity, quality.	
3. Volunteer week and Action projects	A group of my students are working in a nursing home as volunteers. They are putting to practical use, the skills they have been learning in the classroom - Example: bed-making.	
4. Consumer activities	Groups studied the different aspects of a consumer buying a car. 1) price variance 2) financing 3) insurance 4) upkeep 5) resale values	

CLASSIFICATION OF TEACHING TECHNIQUES

Technique	Sample Adaptation	Application in Your Classroom
Real-Life Situations	(most effective)	
5. Personal care and resource management	We conducted group studies investigating the cost of health care: 1) doctors 2) hospital 3) health insurance 4) free clinics	
6. Citizen participation	We worked as a group to get a bill passed that requires public buildings to have braille buttons on elevators.	
7. Club activities	We created our own class club which meets on Friday class time. We studied parliamentary procedure.	
8. Observations and field trips	Each student in the group did price comparison shopping for a refrigerator. We wrote our own consumer report.	
9. Personal conference	We had a speaker from an employment agency visit and discuss how to have a successful job interview. We proceeded to have mock job interviewing in class.	

CLASSIFICATION OF TEACHING TECHNIQUES

Technique	Sample Adaptation	Application in Your Classroom
Real-Life Situations	(most effective)	
10. Meditation	We covered the situations which cause us to get angry, what situations lead to this, and alternatives for feelings to be expressed.	
11. Reading	We devised several reading centers. Each group initiated a center: 1) escape from reality 2) beautiful writing, and 3) personal creative writing.	
12. Writing and speaking	After we had presented our protest to the class the students wrote letters of protest to a firm sponsoring misleading advertising.	
Simulations of Reality		
1. Role playing	We set up a mock "shower" for a bride. The gifts were consumer information, friendly advice, and pictures of objects which would make good gifts accompanied by explanations from the giver regarding the choice.	
2. Skits and pantomime	Groups performed skits to illustrate how families can improve their consumer position by intercooperation and sharing.	

CLASSIFICATION OF TEACHING TECHNIQUES

Technique	Sample Adaptation	Application in Your Classroom
Simulations of Reality		
3. Games	Different groups played different games such as Monopoly, Life, Pay Day. We made notes on our strategies and discussed them in the groups.	
4. Inquiry training	We worked backwards. The sauce is lumpy. Let's find out why?	
5. Demonstrations	During a demonstration we inserted errors. The students had to watch closely and realize a mistake was being made.	
6. Laboratory and experimentation	We created model business with a designated amount of play money; each student had to simulate how she/he would manage the business.	
7. Contrived incidents	We had 2 strangers visit the room, one groomed and one unkept. Afterwards we discussed first impressions and their importance.	
8. In-basket	Each Thursday we did in-basket activities. Each group was given a life situation. They were to solve the situation and place it in the out-basket. Example: 1) a large doctor bill 2) a box of cards and a letter asking you to sell them, 3) an invitation to a big party at a time when you have to work.	

CLASSIFICATION OF TEACHING TECHNIQUES

Technique	Sample Adaptation	Application in Your Classroom
Simulations of Reality		
9. Discussion	The class was given a problem situation. We then broke up into buzz groups of (2-5) students. Each group reported its findings and a discussion of results followed.	
10. Quaker meeting (feel & think)	We showed a film. Then each person (silently) thought about the problems presented in the film and the persons' feelings in the situation presented. A discussion followed.	
Abstractions	(least effective)	
1. Lecture	A videotape was shown on the effects of advertising.	
2. Recitation	We read the chapter as an assignment and had a question-answer session in class.	
3. Programmed instruction	We used several self-teaching books on using correct grammer.	
4. Computer-assisted instruction	Good but expensive. We have one machine we use.	

CLASSIFICATION OF TEACHING TECHNIQUES

Technique	Sample Adaptation	Application in Your Classroom
Abstractions	(least effective)	
5. Audio tutorial	I tape some of my readings so the students may listen to the assignment.	
6. Learning activity packet	I created a learning activity packet on how to keep a checkbook. A good self-teaching aid.	
7. Examinations	I try to keep them light. Often after a real-life situation or simulation I will give an exam.	
8. Drill	I try to include repetition such as review of important facts in many class assignments so that it becomes automatic after a time.	
9. Supervised study	I mingle with the students to advise and praise, inspire and encourage.	
10. Reading, writing, and speaking	I try to make it meaningful for the student.	

MILL'S QUOTE

"THE WORTH OF THE GROUP
IN THE LONG RUN
IS THE WORTH OF THE INDIVIDUALS
COMPOSING IT."

JOHN STUART MILL

LARGE GROUPS VS. SMALL GROUPS FOR EFFECTIVE TEACHING

LARGE GROUPS OF 20 OR MORE CAN:

- WATCH OR OBSERVE
- LISTEN
- MEDITATE
- PLAY CERTAIN GAMES
- READ
- WRITE
- VOTE
- IMAGINE
- TAKE TURNS IN DISCUSSIONS

SMALL GROUPS CAN:

- MORE ACTIVELY PARTICIPATE IN DISCUSSIONS
- LEAD DISCUSSIONS
- PLAN
- HELP CREATE GROUP DESIGNS
- DRAMATIZE
- PRACTICE IN LABORATORY
- EXPERIMENT
- DEMONSTRATE
- CARRY OUT ACTION PROJECTS
- PLAY GAMES
- SERVE AS A RECORDER, SUMMARIZER, EVALUATOR

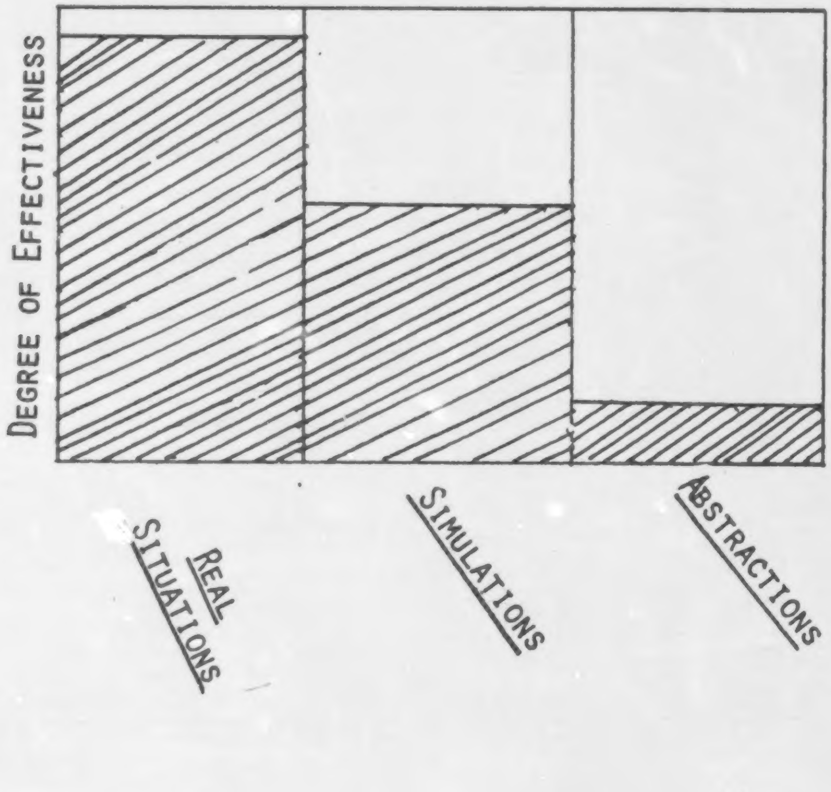
EFFECTIVE TECHNIQUES FOR WORKING WITH GROUPS

1. PARTICIPATION: THE MORE ACTIVELY THE STUDENT PARTICIPATES IN THE GROUP, THE GREATER CHANCE FOR EFFECTIVE LEARNING.
2. REALITY: THE MORE REALISTIC THE GROUP ACTIVITY, THE BETTER THE STUDENT CAN RELATE TO THE EXPERIENCE AND UNDERSTAND ITS USEFULNESS.
3. PERSONAL INVOLVEMENT: THE MORE PERSONAL INVOLVEMENT OR EGO INVOLVEMENT OF THE STUDENT, THE MORE SHE/HE CAN UNDERSTAND A PERSONAL USEFULNESS AND LEARN HOW THIS CAN HELP HIM/HERSELF.

CLASSIFICATION OF TECHNIQUES

1. REAL-LIFE SITUATIONS
2. SIMULATIONS OF REALITY
3. ABSTRACTIONS FROM REALITY

DEGREE OF EFFECTIVENESS



Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Techniques for Interaction I: Recognizing Feelings
(Suggested Sequence: Follow With Techniques for Interaction II: Clarifying Issues)

Objective:

To develop skills in interpreting the feeling behind another person's verbal message.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handouts #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Developing and Ranking a Feeling-Word Vocabulary
Handout #2 - Clarifying Feelings
Session Leader Resource: Feeling-Word Resource List

Resources And References:

Carkhuff, R. The art of helping. Amherst, MA: Human Resource Development Press, 1973.

Okum, B. Effective helping: Interviewing and counseling techniques. North Scituate, MA: Duxbury Press, 1976.

Directions for Presentation

OVERVIEW

The importance of feelings in human interactions cannot be overestimated. A person with a problem can be helped toward a solution only when he/she knows that his/her feelings are understood and accepted.

Teachers deal with student problems daily and, therefore, must be skillful in quickly understanding the feelings related to student problems. This is especially important in working with special needs students because they tend to have more complex problems and their handicaps make solutions more difficult. Hence, teachers working with special needs students must continually apply their skills in recognizing the feelings behind another person's message.

This session has been divided into two parts as follows.

Part I: Participants develop a feeling-word vocabulary list and rank the intensity level of each word.

Part II: Participants practice clarifying feelings.

INTRODUCTION

Although feelings may be carefully disguised they are always present and, therefore, must be acknowledged.	Feelings come in many guises. What appears to be anger is sometimes a coverup for fear or confusion. Feelings may be apparent to all or they may be carefully disguised. They can be helpful or harmful, but they are always present and must, therefore, be acknowledged and dealt with in any interpersonal encounter.
Teachers need to be skillful in recognizing student feelings and in helping students acknowledge and express their feelings.	Because feelings are of prime importance, teachers need to be skillful in recognizing and helping students (and others) acknowledge and express their feelings.
The five categories of feelings are:	Feelings generally fall into one of the following categories:

1. Happiness
2. Sadness
3. Anger
4. Fear
5. Confusion

To communicate our understanding of feelings, teachers need to develop a vocabulary of feeling words and to know the level of intensity of each word.

1. Happiness
2. Sadness
3. Anger
4. Fear
5. Confusion

If we hope to communicate our understanding of another person's feelings, we need to expand our knowledge of words which can describe various feelings and levels of intensity.

An exercise designed to increase our feeling-word pool is described in Handout #1.

PART I - Developing a Feeling-Word Vocabulary

Distribute Handout #1: Developing and Ranking a Feeling-Word Vocabulary

Explain the activity using the instructions provided.

Allow 5 minutes for listing words. Refer to Feeling-Word Resource List.

Allow 5 minutes for ranking words.

Discuss and compare for agreement.

Conduct the development of a feeling-word vocabulary list as follows:

1. Introduce the activity by reading the following directions:

   On Handout #1 list as many words as you can which mean the same as the feeling at the top of each column.

2. Have participants share the word lists.
3. Have participants expand their lists, using the suggestions of the group and the words included in the Feeling-Word Resource List provided for the session leader.
4. Have participants rank the words from their lists according to level of intensity, beginning with the word that shows the strongest feeling and working down to the word which connotes the weakest feeling in each category. Assign a rank of:

   1. for strongest feeling
   2. for mild feeling
   3. for weak feeling

5. After participants have completed the ranking exercise, compare the lists for general agreement.

Paraphrase:

Using different feeling words aids teachers in:

1. Effectively communicating that students' feelings are recognized and understood.
2. Expanding students' feeling vocabularies to better express their feelings.

Instead of using the same words and phrases over and over, use the words from your list as you clarify the feelings students express. Add to this list- your interpersonal effectiveness will be enhanced by the variety of feeling words used because you will be able to convey to your students that you recognize and understand what they are feeling. In addition, you will assist your students by expanding their feeling-word vocabularies to better express how they feel.

PART II - Practice in Clarifying Feeling

Paraphrase:

To successfully recognize another person's feelings, we must suspend our own values and attitudes and mentally merge our thinking with the other person's thoughts.

To really understand how a person feels, we need to put ourselves in his/her place. We need to suspend our own values and attitudes as we mentally merge with the other person. The activity which is included here represents one way we can practice recognizing others' feelings.

Distribute Handout #2: Clarifying Feelings

Explain the activity by reading the instructions provided.

Allow 5 minutes for recording feelings.

Explain the activity by reading the following instructions:

> In Handout #2 a number of statements are listed which can carry a variety of feelings. As I read each statement, mentally merge with the speaker and write down the feeling you experience

as that person. Since you don't know the surrounding circumstances, you will have to make inferences.

Conduct the role-play activity:	Conduct the role-play activity as follows:
1. Speaker makes a 3-4 sentence statement.	a. Select several participants to develop one or more of the statements on Handout #2 into a three- or four-sentence monologues which end with the given statement.
2. Listener clarifies feeling.	b. After each monologue select another participant to act as a listener and respond to the speaker with a clarification of the feeling expressed. The listener should check out his/her perception of the speaker's feelings with statements such as: i) "Are you feeling. . . . ?" ii) "I think you must be. . ." iii) "Do you feel. . . .?" iv) "I think I understand. You are. ."
3. Speaker confirms or rejects listener's perception of feelings.	c. The speaker confirms or rejects the listener's perception of his/her feelings.
4. If perception is rejected, another participant clarifies speaker's feelings.	d. If she/he rejects, another participant may try to clarify the speaker's feelings.
Allow 10 minutes for the role-play activity.	Role-play as many of the situations as time dictates.

SUMMARY

Helping problemed persons recognize their feelings is an important first step in helping them find solutions.

Hopefully, this session has helped you recognize that feelings are of primary importance in effective interactions with others. When problemed persons are aware of their underlying feelings and know they are understood by the person they are communicating with, they are in a much better position to be helped to find workable solutions to their problems.

Educators are frequently called upon for help in problem solving, and to be effective, they must develop skill in clarifying the feelings which underlie a message.

As educators, we will be called on to help others with their problems. When colleagues, parents, students or others seek our help in solving problems, we can be more effective if we have developed skill in clarifying the feelings which underlie the spoken message.

FOLLOW-UP ACTIVITY

Explain the activity using the instructions provided.

Have participants complete the following activity :

1. Listen to the verbal interactions of students, colleagues, family, or strangers and think of words and phrases which could be used to clarify the feelings behind the verbal messages.

   Write down several of the problem messages and the clarifying responses to share with other participants at a scheduled follow-up session.

2. Review the feeling-word vocabulary list developed in this session and practice using the words and phrases to help others clarify their feelings when they are in need of solutions to problems. Apply this approach in at least two situations and prepare a written report describing

	the situation, the problem message, and the clarifying response.
Schedule a follow-up sharing session.	Share these experiences with other participants at a scheduled follow-up session.

EVALUATION

Distribute the Evaluation Form	Have participants evaluate the session by responding to the questions on the form provided.

Techniques for Interaction I: Recognizing Feelings: Handout #1

DEVELOPING AND RANKING A FEELING-WORD VOCABULARY

One way to increase your awareness of the rich supply of descriptions available to you is to compile a list of words which you might use to help a student clarify what she/he is feeling.

Develop a list of feeling words which you might use to help a student describe how she/he is feeling.

1. List as many words as you can in each of the five categories listed.
2. Rank each list assigning (1) for strongest, (2) for mild, and (3) for weak.

Happy	Rank	Sad	Rank	Angry	Rank	Scared	Rank	Confused	Rank
overjoyed	1	hopeless	1	seething	1	panicky	1	trapped	1
cheerful	2	distressed	2	annoyed	2	insecure	2	disorganized	2
glad	3	sorry	3	put out	3	disquieted	3	bothered	3

CLARIFYING FEELINGS

Infer the circumstances surrounding each statement below and write what you think the person is feeling.

1. I wish this test was over. ______________________________

____

2. I have to finish this paper by 3 o'clock or I'll get an F. ______

____

3. What if she doesn't believe me? ____________________________

____

4. I look awful this morning. ______________________________

____

5. Have you seen John this week? ____________________________

____

6. I can't imagine what made him do that. ____________________

____

7. There's no way I can do that. ____________________________

____

8. I tried to tell you before. ______________________________

____

9. Do you really want to go? ________________________________

____

10. If I were you, I'd ignore it. ____________________________

____

11. When you look at me like that I can't do anything. __________

____

12. What is the purpose of all this? ________________________

____

13. Are you sure no one saw you? ______________________________

____

14. Why can't I do it my way? ______________________________

____

15. Is he ever going to quit? ______________________________

____

16. I've looked everywhere. I just can't find it. ______________

____

17. I just don't know what else to do. ______________________

____

18. I'm not going to do that. ______________________________

____

19. What are you going to do now? __________________________

____

20. Please, just listen. ________________________________

____

21. Yes, but you don't have a 16-year-old. ___________________

____

22. I'm telling you, he'd better leave me alone. ______________

____

23. We can't get her to obey the rules we set. ________________

____

24. He doesn't like to study. ______________________________

____

25. I have to have a job to keep my car running. ______________

____

FEELINGS-WORD RESOURCE LIST

HAPPY

blithesome
overjoyed
genial
festive
light hearted
merry
glad
jocular
content
jovial
satisfied
blissful
effervescent
cheerful
delighted
gleeful
euphoric
exalted
ecstatic
fortunate
mirthful
groovy
felicitous
lucky
joyful
jolly

SAD

sorry
distressed
unhappy
blue
dejected
down cast
dreary
dismal
joyless
doleful
gloomy
hopeless
melancholic
desolate
morose
depressed
mournful
dour
sullen
grave

ANGRY

seething
displeased
indignant
irate
mad
annoyed
wrathful
red faced
infuriated
sore
maddened
licensed
worked up
put out
enraged
heated
bent out of shape
hostile

SCARED

insecure
frightened
alarmed
disquieted
startled
terrified
panicky
shook up
aghast
anxious
fearful
awed
spoken
petrified
paralyzed
frozen

CONFUSED

disorganized
abashed
upset
embarrassed
muddled
discomfitted
rattled
trapped
addled
befuddled
bewildered
discombobulated
fuzzy
perturb
fluster
mixed up
agitated
bothered
bumfuzzled
fragmented

Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Techniques for Interaction II: Clarifying Issues
(Suggested Sequence: Follow with Techniques for Interaction III: Listening Plus)

Objective:

To develop skills in getting at the real meaning of another person's message.

Time Required For Presentation: 60 minutes

Part I - 15 minutes
Part II - 15 minutes
Optional Activity - 30 minutes

Equipment Needed:

Overhead projector and screen
Strips of paper (See Instructions for Presession Preparation)

Materials To Be Duplicated:

Handout #1
Transparency A
Problem statements (See Instructions for Presession Preparation)
Evaluation Form

Packet Contents:

Transparency A - Guidelines for Clarifying Issues
Instructions for Presession Preparation
Handout #1 - Clarifying Issues Self-Evaluation Form
Instructions for Presession Preparation

Resources And References:

Carkhuff, R. The art of helping. Amherst, MA: Human Resources Development Press, 1973.

Gordon, T. Teacher effectiveness training. New York: David McKay Company, Inc., 1974.

Techniques for Interaction II: Clarifying Issues

Directions for Presentation

OVERVIEW

Clarifying the issues in a stated problem is a skill which educators can develop for more effective interaction. Often the person with the problem is unaware of the real issues involved. When assistance is given to clarify the issues of the problem that individual is in a better position to explore options for a solution. Clarifying issues is a valuable technique in communicating effectively with any student. However, in dealing with special needs students, who frequently experience communication problems, it is especially important for teachers continually to apply this technique. This session focuses on developing skills in helping another person recognize the issues of his/her problem.

This session can be divided into two parts as follows:

Part I: Participants explore methods for getting at the meaning behind the words.
Part II: Participants practice clarifying issues.

PRESESSION PREPARATION

Complete presession preparation outlined on the Instructions for Presession Preparation sheet.

INTRODUCTION

Paraphrase:

Listening to others' problems is important but is only the first step in effective interaction.

By listening and paying full attention to a person who needs help, we are communicating that we are interested in him/her, that she/he is important. Listening, however, is often only a first step in effective interaction. Usually, some kind of response is also required.

What is said and what is meant may not be the same thing in a message.

When a problemed person is telling us something, we must recognize that what is being said is only one part of the communication. What is meant is another crucial part of the message.

This session deals with developing skills in recognizing and clarifying the real issues in messages which involve problems.

This session deals with skills related to recognizing and clarifying the real issues in the messages of problemed people.

PART I: Getting at the Meaning Behind the Words

Paraphrase:

When a student states that he/she is being picked on by a teacher, the real issue may be that the student doesn't know how to do a certain assignment.

The student may be saying, "You're picking on me." The meaning may be, "I don't know how to do this assignment."

To clarify, state that this feeling is understood.

One way to get at the meaning of the message is to first clarify the feeling you perceive. When you have conveyed that you understand the feeling, the problemed person may be able to relate the real issue. For example:

Read the example provided.

Student: You're always picking on me.
Teacher: You feel you are being pressured.
Student: Yeah, leave me alone. I'd do it if I could.

At this point you have come closer to the real issue.

Steps in clarifying meaning:

1. Try to state as accurately as possible:
   a) The feelings being experienced.
   b) The real issues of the problem.
2. Use clarifying phrases such as:

The skill of clarifying meaning involves being able to accurately communicate an understanding of what the problemed person is actually experiencing, both his/her feelings and the real issues of the problem. Phrases which illustrate ways to lead into clarifying issues include:

a) In other words. . . b) What you are actually saying. . . c) Are you thinking. . .	a) In other words. . . b) What you are actually saying. . . c) Are you thinking. . .
Compile a list of suggestions for other lead-in phrases. Emphasize that phoniness should be avoided. Use phrases which are personally natural. Allow 2 minutes for completing the list.	As a group, have participants compile a list of possible clarifying lead-in phrases. Emphasize that phoniness should be avoided. The danger of sounding phony exists, especially if you are uncomfortable or insincere with the problemed person. To minimize this danger, use phrases that are natural and comfortable to you. Vary the phrases used so that they do not sound rehearsed.
Show Transparency A: Guidelines for Clarifying Issues Read through the guidelines and discuss as needed.	These are the general guidelines for effective interaction with a problemed person. Remember to apply these guidelines during the next activity.

PART II - Practice in Clarifying Issues

Explain the activity:	Explain the activity using the following instructions:
1. Distribute the problem statements to selected participants.	1. The following statements attempt to simulate real situations in which an unanticipated need to clarify issues arises in dealing with a problem. You will be asked to respond quickly to these statements in an effort to develop your skills in clarifying issues in a setting which is similar to most actual problem situations.
2. Introduce the activity by reading the instructions provided.	2. A participant will be asked to read a problem statement and. . . a) I will call upon several of you to respond immediately with statements to clarify the real issue. b) The problem-statement participant will accept or reject the helping person's perception of the issue comments. For example,

"No, that isn't what I meant."
"Yes, that's just the way I feel."

c) If the helping person's perception is rejected by the problemed person, another try by the same helper or an attempt by another participant is in order.

d) This process continues until agreement on the real issue is reached.

3. Conduct quick-response activity:
    a) Problemed person makes statement.
    b) Helping person clarifies issues.
    c) Problemed person accepts or rejects clarifying statement.
    d) If rejected, helping person tries again.
    e) Agreement is reached on issues.

Allow 15 minutes for activity.

3. Always keep in mind that the purpose of this exercise is to ferret out the real feelings and issues of the problemed person and to reach agreement on those issues. Don't allow an argument over who's at fault. You should only try to communicate understanding of what the problemed person is feeling and what the issues of the problem are.

OPTIONAL ACTIVITY

Explain the activity using the instructions provided.

Allow 30 minutes for this activity.

Explain the activity using the following instructions:

1. Divide participants into groups of three.

2. Role-play the situations provided in Part II of the session using the following roles:
    a) Problemed Person - presents a problem or makes a statement which represents an underlying problem.
    b) Listener - facilitates the clarification of the issues of the problem using the guidelines discussed in this session.
    c) Observer - critiques the interaction using the guidelines.

3. If time permits, have group members change roles and replay the same situation.

4. Discuss and compare responses and interactions after each role-play activity.

SUMMARY

Paraphrase:

Effective interaction requires:
1. Listening with full attention.
2. Helping the person interpret his/her feelings and clarify the issues of the problem.

This process may free the person to explore options for solving the problem.

Effective interaction requires that we communicate interest in the person seeking help by listening with full attention and helping that person interpret his/her feelings and clarify the issues of his/her problem. Often the clarification interaction will free the person to explore options for solving his/her own problem.

FOLLOW-UP ACTIVITY

Distribute Handout #1: Clarifying Issues Self-Evaluation Form

Explain the activity.

Have participants:

1. Apply the guidelines practiced in this session to student problems which arise during the next week.
2. Complete a Clarifying Issues Self-Evaluation Form on at least two of the situations.
3. Write a brief description of at least one application situation giving the problemed person's statement, the clarifying issue response, and the outcome of the interaction.

Schedule a sharing session.	Have participants share their experiences at a sharing session.

EVALUATION

Distribute Evaluation Form	Have participants evaluate the session by responding to the questions on the form provided.

GUIDELINES FOR CLARIFYING ISSUES

I. LISTEN ATTENTIVELY TO THE PROBLEM:

1. FACE FULLY AND MOVE FORWARD.
2. MAINTAIN EYE CONTACT.
3. COMMUNICATE INTEREST.
4. COMMUNICATE NON-JUDGMENTAL BODY LANGUAGE.
5. RESIST DISTRACTIONS.
6. WAIT TO RESPOND UNTIL PERSON HAS FINISHED STATEMENTS.

II. RESPOND TO THE PROBLEM STATEMENT:

1. BE ATTENTIVE AND EMPATHETIC, NOT DISTANT AND DETACHED.
2. BE HONEST AND COMMUNICATE GENUINENESS, NOT PHONY.
3. BE CONVERSATIONAL, NOT LOFTY.
4. BE CONCISE IN RESTATING THE CONTENT OF THE MESSAGE, NOT WORDY.
5. BE SPECIFIC IN RESTATING THE MEANING OF THE MESSAGE, NOT VAGUE.
6. ENCOURAGE OPENNESS BY NOT BEING JUDGMENTAL.
7. IDENTIFY THE FEELING STATE OF THE MESSAGE AND PROVIDE A REASON FOR THE FEELING WITHOUT JUMPING TO CONCLUSIONS.
8. ALLOW REJECTION OF YOUR INTERPRETATION BY NOT BEING DICTATORIAL.

Techniques for Interaction II: Clarifying Issues: Handout #1

Clarifying Issues Self-Evaluation Form

First Application Situation:

I. Listening to the Message:	Always	Often	Sometimes	Never
a. Faced fully & moved forward	3	2	1	0
b. Maintained eye contact	3	2	1	0
c. Communicated interest	3	2	1	0
d. Communicated nonjudgmental body language	3	2	1	0
e. Resisted distractions	3	2	1	0
f. Waited to respond	3	2	1	0

II. Responding to the Message:	Always	Often	Sometimes	Never
a. Communicated genuineness	3	2	1	0
b. Empathized	3	2	1	0
c. Identified the feeling, stated accurately	3	2	1	0
d. Provided a possible reason for the feeling	3	2	1	0
e. Restated the content and meaning of the message	3	2	1	0
f. Allowed for rejection of the interpretation	3	2	1	0

Total Score ____________

Second Application Situation:

I. Listening to the Message:	Always	Often	Sometimes	Never
a. Faced fully & moved forward	3	2	1	0
b. Maintained eye contact	3	2	1	0
c. Communicated interest	3	2	1	0
d. Communicated nonjudgmental body language	3	2	1	0
e. Resisted distractions	3	2	1	0
f. Waited to respond	3	2	1	0

II. Responding to the Message:	Always	Often	Sometimes	Never
a. Communicated genuineness	3	2	1	0
b. Empathized	3	2	1	0
c. Identified the feeling, stated accurately	3	2	1	0
d. Provided a possible reason for the feeling	3	2	1	0
e. Restated the content and meaning of the message	3	2	1	0
f. Allowed for rejection of the interpretation	3	2	1	0

Total Score ____________

Instructions for Presession Preparation

Select at least two statements from each of the three categories listed below. Place each statement on a strip of paper for distribution to six participants during the activity in clarifying issues in Part II of this session.

Statements a Problemed Student Might Make

1. He asked for it. I couldn't help myself.
2. There's no way I can get everything finished by Friday.
3. I studied all night, but the right questions weren't on the exam.
4. Well, I blew it. Now I'm going to get it from all sides.
5. What's the use? No matter how hard I try, I can never catch up.
6. They never let me do anything the other kids are doing. I feel like I'm in a cage.
7. If I don't pass this course, I lose my bike.
8. I hate this course. What's it gonna do for me? I'll never write a book.

Statements Problemed Parent Might Make

1. I've come to talk to you about Eric's grades.
2. That boy will never get accepted by Stanford University with a grade like that on his record.
3. I wish I could get her to do her class assignments, but I don't have any control over that.
4. I can't take his car away. He bought it with his own earnings.
5. Mary Lou isn't interested in anything but the drill team and she has been suspended because you gave her an "F."
6. I have this feeling they are all "on something."
7. He will never amount to anything if he doesn't shape up.

Statements a Problemed Colleague Might Make

Special Ed. Teacher: Now look, the law says you must accept these students in your program.

Counselor: But your course is the only thing he's interested in, you'll have to find room for him.

Teacher: He's gone too far this time. I'm kicking him out.

Teacher: He should be in the L.D. class. He doesn't belong in my room.

Teacher: I don't have extra time to devote to that kid. He's got too many problems.

Teacher: If he's not going to try, why should I?

Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Techniques for Interaction III: Listening Plus

(Suggested Sequence: Follow With Techniques for Interaction IV: Types of Responses)

Objective:

To develop a set of attending behaviors which include listening plus physical and psychological attention.

Time Required For Presentation: 30 minutes

Part I - Physical Attending - 10 minutes
Part II - Psychological Attending - 10 minutes
Part III - Listening - 10 minutes

Equipment Needed:

Overhead projector and screen
Audio tape recorder

Materials To Be Duplicated:

Handout #1
Transparency A, B, C, D
Evaluation Form

Packet Contents:

Directions for Presentation
Session Leader's Presentation Material - "Cipher in the Snow"
Transparency A - Styles of Communication
Transparency B - Attending Physically
Transparency C - Attending Psychologically
Transparency D - Listening
Handout #1 - Attending Skills Evaluation Form

Resources And References:

Altfest, V. Vocational education for students with special needs: A teacher's handbook. Department of Vocational Education, Fort Collins, CO: Colorado State University, 1975.

Carkhuff. R. The art of helping. Amherst, MA: Human Resources Development Press, Inc., 1973.

Mizer, J. E. Cipher in the snow. NEA Journal, 53 (8), 1964, 10.

Techniques for Interaction III: Listening Plus

Directions for Presentation

OVERVIEW

Listening is one of the most crucial elements in effective interaction. Listening involves much more than just hearing. Listening involves attending physically and psychologically in addition to hearing what is being said. Listening of this type is essential when dealing with the problems of special needs students because, many times, special needs students exhibit language deficits, fail to generalize to new situations, and lack organized thinking skills. To communicate effectively and accomodate their deficits require concrete and visual listening.

The session is divided into three parts:

Part I: Participants explore techniques for physical attending.

Part II: Participants explore techniques for psychological attending.

Part III: Participants explore techniques for listening.

INTRODUCTION

Read "Cipher in the Snow" to participants.	Read "Cipher in the Snow" aloud to participants.
Discuss the passage using the questions provided.	Discuss the passage using the following questions. 1. As teachers, what message do we get from reading "Cipher in the Snow"? (Emphasize that Cliff was largely ignored by everyone.) 2. Had a teacher paid attention to him, might the outcome have been different?
Show Transparency A: Styles of Communication	
Paraphrase:	
Humans grow physically, intellectually, and emotionally. Special	All manner of life grows physically, but humans grow even further. Human life grows intellectually and emotionally, as well

needs students, however, have emotional or intellectual problems. They need teachers who understand their problems and can communicate with them to solve their problems.

as physically. As teachers, we can contribute to the growth of all our students by attending to them according to their special needs. Several communication techniques can help teachers achieve this goal.

(Point to Picture #1)

Many special needs students have not grown emotionally or intellectually in proportion to their physical growth. Consequently, the special needs student may often need our understanding and our willingness to help--and especially our willingness to communicate effectively.

This session explores several basic communication skills.

In order for each of us to communicate in the most effective way, certain skills must be learned. It is the task of this session to facilitate the learning of several basic communication skills.

(Point to Picture #2)

Discuss the example of poor communication.

This picture demonstrates poor communication. Discuss:

1. What is the teacher doing wrong?
2. How must the student feel?

(Point to Picture #3)

Good communication begins with attending physically and psychologically and by listening to the person.

We establish the basis for communication by attending to a person. Attending involves three aspects:

1. Physical attending
2. Psychological attending
3. Listening

PART I - Physical Attending

Paraphrase:

Posture communicates interest in the speaker.

Posturing is the first element to consider. Posturing communicates our readiness to respond to the needs of the student. Often, if we posture ourselves for our own confort, we tend to think of ourselves. Posture yourself to attend to the person with whom you are communicating so she/he will know you are interested.

Demonstrate several examples of poor physical attending. Have participants identify what is wrong.

Demonstrate the following examples of poor physical attending and have participants identify what is wrong.

1. Sit down and lean back and turn away from the participants.
2. Talk with individual participants but don't look at the speaker.
3. Move away from participants as they speak.
4. Sit at the opposite side of the room as participants begin to speak.

Elicit other examples from participants.

Elicit examples from participants which might represent poor physical attending. Some might include:

1. Keeping our back to a student when she/he is asking a question.
2. Failing to look up from our work when a student approaches.

Demonstrate examples of good physical attending.

Demonstrate the following examples of good physical attending:

1. If seated, sit up in the chair.
2. Lean forward slightly, if seated.
3. Face the person fully, whether seated or standing.
4. In lab situations, pull up a chair to the student if she/he is sitting so you're not always the authority figure.

Show Transparency B: Attending Physically

Paraphrase:

Physical attending involves:

To summarize, teachers can attend physically to what students say by:

1. Making the body say "I'm listening."	1. Making the body say "I'm listening."
2. Facing the student fully.	2. Facing the student fully.
3. Moving forward toward the student.	3. Moving forward toward the student.

PART II - Psychological Attending

Show Transparency C: Attending Psychologically

Paraphrase:

Attending psychologically communicates to students that they have the teacher's full and undivided attention. Teachers can convey this by:	Posturing ourselves to attend is important, but we must attend in other ways as well. We must use every means to communicate that students have our full and undivided attention when they have a problem. Using our senses, particularly the eyes, is the key to attending psychologically. Teachers can convey this by:
1. Maintaining eye contact.	1. Maintaining eye contact. This communicates attentiveness and an effort to make psychological contact.
2. Observing cues.	2. Observing cues. Observe appearance and all external behavior. This can give clues to internal feeling. Check out behavioral expression and nonverbal body language.
3. Communicating interest.	3. Communicating interest. Be intense, yet relaxed. Don't fidget because this communicates that you don't want to be there.
	Appropriate attending behavior tells students that you wish to help.

PART III - Listening

Show Transparency D: Listening

Paraphrase:

Listening is the final ingredient.	Listening is the final key ingredient to attending.

To help you listen:

1. Listen with a reason. Know why you are there. Have a reason for listening. Listen for the important things that the student is expressing about himself.

2. Be nonjudgmental . Just let the student's message sink in without trying to make decisions about it. Try being nonjudgmental, impartial.

3. Allow no distractions. It is helpful to place yourself in a position so as to avoid noises, views, people.

4. Wait to respond. Wait a full 30 seconds before responding in any way to the student's expressions. Many comments you might make actually close off, rather than open up the student.

5. Recall content. Listen carefully to the student, wait to respond. While waiting, repeat to yourself what has been said to you. Example in the classroom: Often a student asks us to explain directions or a difficult part of an assignment. We don't listen carefully to the question, so the answer doesn't help the student with his/her problem. Automatically we have caused a breakdown in communication.

6. Look for themes. Important themes will be repeated in different ways. These themes will tell us what the speaker is really trying to say.

7. Consider what has been said. While you listen, consider what the student is saying and the reason it is being said.

SUMMARY

Paraphrase:

Attending includes three elements:

Attending includes three elements:

1) Physically attending
2) Psychologically attending
3) Listening

These skills can be used with everyone but some students need more attention than others.

1) Physically attending
2) Psychologically attending
3) Listening

This is a communication skill! It can be used with everyone.

Like the boy in "Cipher in the Snow", some students will need more attention--they need indepth communication, even more concern than other students. You can help if you develop attending skills!

FOLLOW-UP ACTIVITY

Distribute Handout #1: Attending Skills Evaluation Form

Explain the activity by reading the instructions.

Schedule a follow-up session.

1. Have each participant complete the following activity:

> a. Select a real problem which has developed with a student in your class.
> b. Ask another teacher to role-play the situation with you as the listener.
> c. Have the teacher complete the evaluation on Handout #1.
> d. Tape the role-play situation and bring it to the follow-up session to be shared and evaluated by the group. When the tape is played the speakers will not be identified and, therefore, will remain anonymous.

2. Have the participants discuss each situation and the group evaluation.

EVALUATION

Distribute Evaluation Form

Have the participants evaluate the session by responding to the questions on the form provided.

CIPHER IN THE SNOW

by
Jean E. Mizer

It started with tragedy on a biting cold February morning. I was driving behind the Milford Corners bus as I did most snowy mornings on my way to school. It veered and stopped short at the hotel, which it had no business doing, and I was annoyed as I had to come to an unexpected stop. A boy lurched out of the bus, reeled, stumbled, and collapsed on the snowbank at the curb. The bus driver and I reached him at the same moment. His thin, hollow face was white, even against the snow.

"He's dead," the driver whispered.

It didn't register for a minute. I glanced quickly at the scared young faces staring down at us from the school bus. "A doctor! Quick! I'll phone from the hotel. . ."

"No use. I tell you he's dead." The driver looked down at the boy's still form. "He never even said he felt bad," he muttered. "just tapped me on the shoulder and said, real quiet, "I'm sorry. I have to get off at the hotel." That's all. Polite and apologizing like."

At school, the giggling, shuffling noise quieted as the news went down the halls. I passed a huddle of girls. "Who was it? Who dropped dead on the way to school?" I heard one of them half-whisper.

"Don't know his name: some kid from Milford Corners," was the reply.

It was like that in the faculty room and the principal's office. I'd appreciate your going out to tell the parents," the principal told me. "They haven't a phone, and, anyway, somebody from school should go there in person. I'll cover your classes."

"Why me?' I asked. "Wouldn't it be better if you did it?"

"I didn't know the boy," the principal admitted levelly. "And in last year's sophomore personalities column I note that you were listed as his favorite teacher."

I drove through the snow and cold down the bad canyon road to the Evans place and thought about the boy, Cliff Evans. His favorite teacher! I thought. He hasn't spoken two words to me in two years! I could see him im my mind's eye all right, sitting back in the last seat in my afternoon literature class. He came in the room by himself and left by himself. "Cliff Evans," I muttered to myself, "a boy who never talked." I thought a minute. "A boy who never smiled. I never saw him smile once."

The big ranch kitchen was clean and warm. I blurted out my news somehow. Mrs. Evans reached blindly toward a chair. "He never said anything about bein' ailin'."

His step-father snorted. "He ain't said nothin' about anything since I moved in here."

Mrs. Evans pushed a pan to the back of the stove and began to untie her apron. "Now hold on," her husband snapped. "I got to have breakfast before I go to town. Nothin' we can do now anyway. If Cliff hadn't been so dumb, he'd have told us he didn't feel good."

After school I sat in the office and stared bleakly at the records spread out before me. I was to close the file and write the obituary for the school paper. The almost bare sheets mocked the effort. Cliff Evans, white, never legally adopted by step-father, five young half-brothers and sisters. These meager strands of information and the list of D grades were all the records had to offer.

Cliff had silently come in the school door in the mornings and gone out the school door in the evenings, that was all. He had never belonged to a club. He had never played on a team. He had never held an office. As far as I could tell he had never done one happy, noisy kid thing. He had never been anybody at all.

How do you go about making a boy into a zero? The grade school records showed me. The first and second grade teachers' annotations read "sweet, shy child", "timid but eager." Then the third-grade note had opened the attack. Some teacher had written in a good, firm hand, "Cliff won't talk. Uncooperative. Slow learner." The other academic sheet had followed with "dull," "slow-witted," "low I.Q." They became correct. The boy's I.Q. score in the ninth grade was listed at 83. But his I.Q. in the third grade had been 106. The score didn't go under 100 until the seventh grade. Even, shy, timid, sweet children have resilience. It takes time to break them.

I stomped to the typewriter and wrote a savage report pointing out what education had done to Cliff Evans. I slapped a copy on the principal's desk and another in the sad, dog-eared file. I banged the typewriter and slammed the file and crashed the door shut, but I didn't feel much better. A little boy kept walking after me, a little boy with a peaked, pale face; a skinny body in faded jeans; and big eyes that had looked and searched for a long time and then had become veiled.

I could guess how many times he'd been chosen last to play sides in a game, how many whispered child conversations had excluded him, how many times he hadn't been asked. I could see and hear faces and voices that said over and over, "You're dumb. You're nothing, Cliff Evans."

A child is a believing creature. Cliff undoubtedly believed them. Suddenly it seemed clear to me. When finally there was nothing left at all for Cliff Evans, he collapsed on a snowbank and went away. The doctor might list "heart failure" as the cause of death, but that wouldn't change my mind.

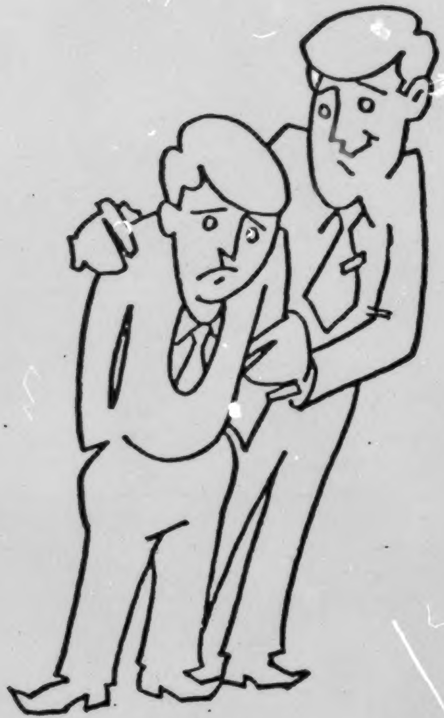
We couldn't find ten students in the school who had known Cliff well enough to attend the funeral as his friends. So the student body officers and a committee from the junior class went as a group to the church, acting politely sad. I attended the services with them and sat through it with a lump of cold lead in my chest and a big resolve growing through me.

I've never forgotten Cliff Evans nor that resolve. He has been my challenge year after year, class after class. I look up and down the rows carefully each September at the unfamiliar faces. I look for veiled eyes or bodies scrounged into a seat in an alien world. "Look, kids," I say silently, "I may not do anything else for you this year, but not one of you is going to come out of here a nobody. I'll work or fight to the bitter end doing battle with society and the school board, but I won't have one of you coming out of here thinking himself into a zero."

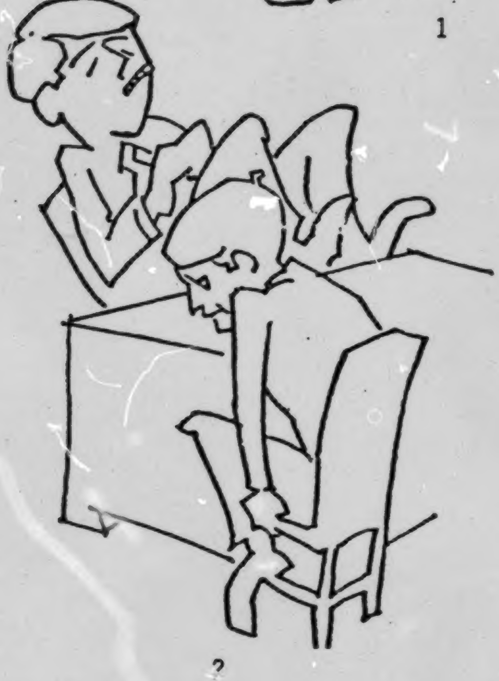
Most of the time--not always, but most of the time--I've succeeded.

Jean E. Mizer. "Cipher in the Snow,"
NEA Journal, Nov. 1964, 53, 8, 10.

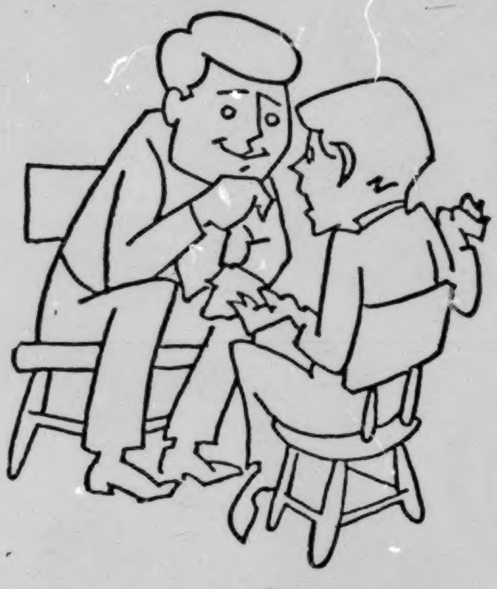
STYLES OF COMMUNICATION



1



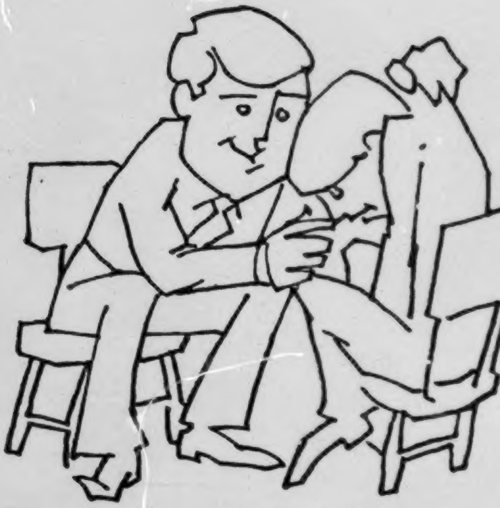
2



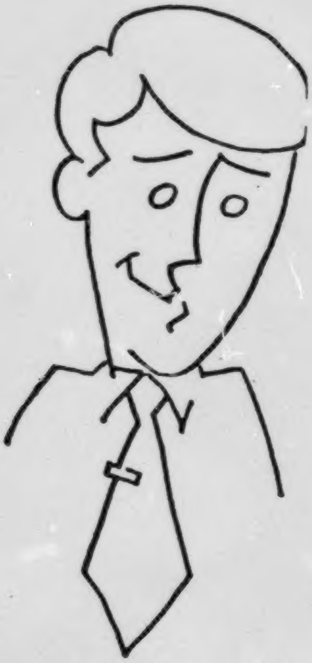
3

Techniques for Interaction III: Listening Plus: Transparency B

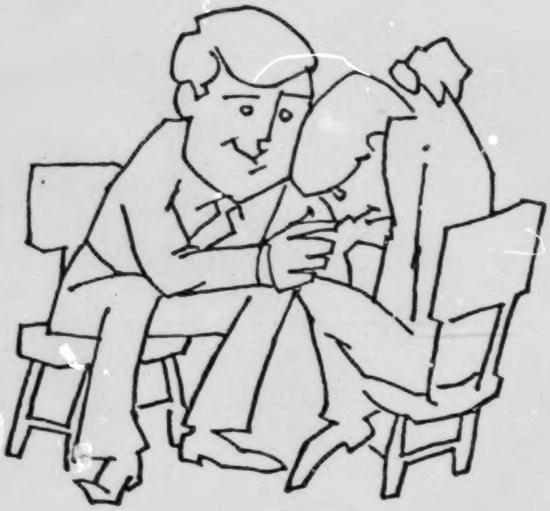
ATTENDING PHYSICALLY



1. Make your body say,
   I'm listening.



2. Face fully



3. Move forward

Attending Skills Evaluation Form

Role-play Evaluation:

	Always	Often	Sometimes	Never
1. Elicited body movements that said "I'm listening."	3	2	1	0
2. Faced fully.	3	2	1	0
3. Moved forward.	3	2	1	0
4. Maintained eye contact.	3	2	1	0
5. Observed cues.	3	2	1	0
6. Communicated interest.	3	2	1	0
7. Listened with a reason.	3	2	1	0
8. Remained nonjudgmental.	3	2	1	0
9. Allowed no distractions.	3	2	1	0
10. Waited to respond.	3	2	1	0

Total score ____________

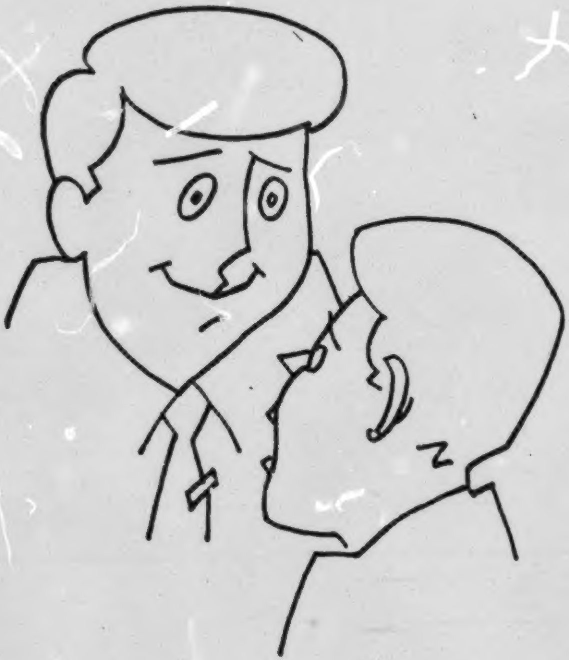
Group Evaluation:

	Always	Often	Sometimes	Never
1. Elicited body movements that said "I'm listening."	3	2	1	0
2. Faced fully.	3	2	1	0
3. Moved forward.	3	2	1	0
4. Maintained eye contact.	3	2	1	0
5. Observed cues.	3	2	1	0
6. Communicated interest.	3	2	1	0
7. Listened with a reason.	3	2	1	0
8. Remained nonjudgmental.	3	2	1	0
9. Allowed no distractions.	3	2	1	0
10. Waited to respond.	3	2	1	0

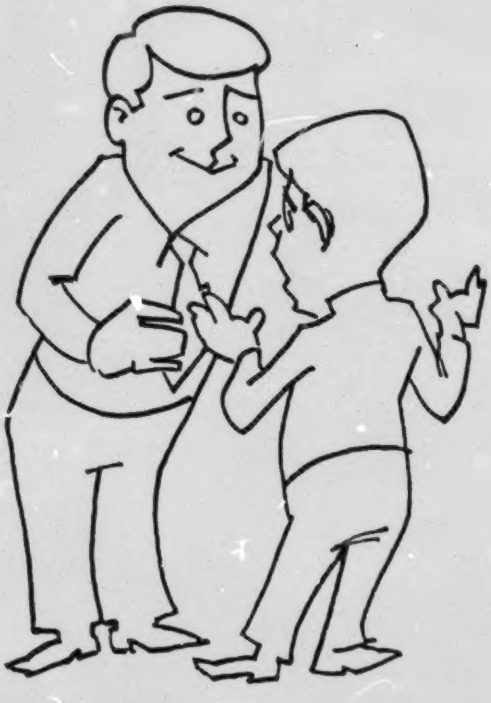
Total score ____________

Techniques for Interaction III: Listening Plus: Transparency C

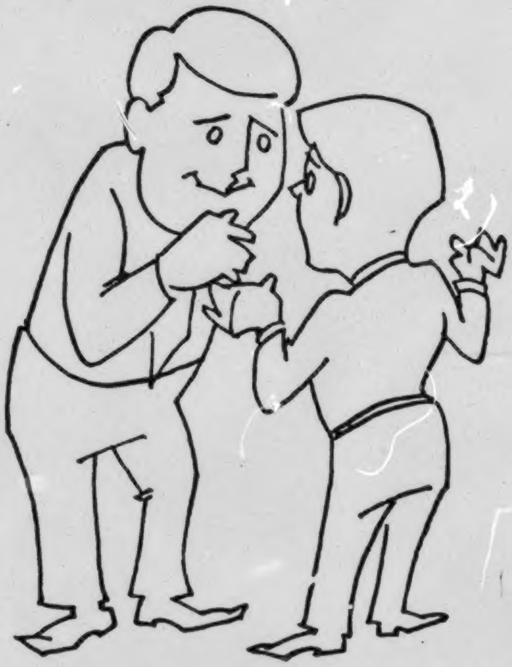
ATTENDING PSYCHOLOGICALLY



1. Maintain eye contact.



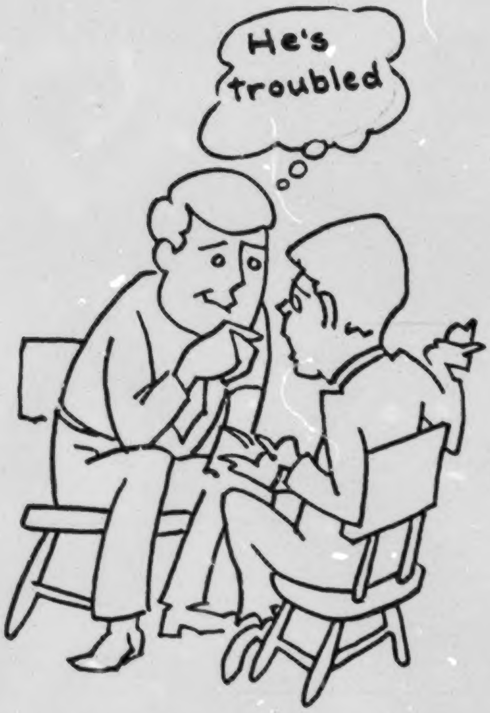
3. Communicate interest.



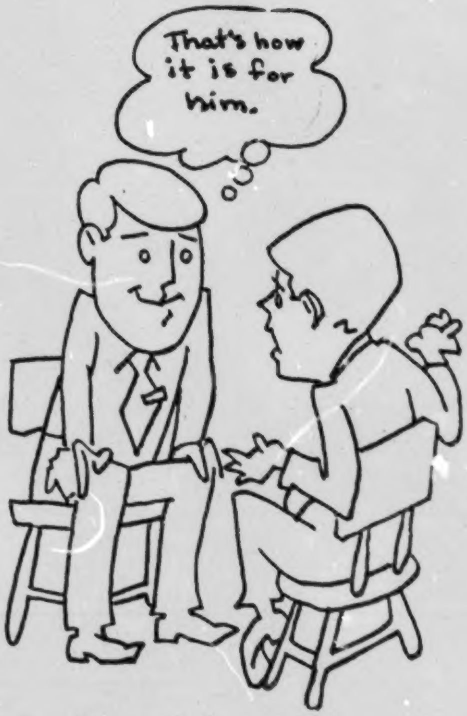
2. Observe cues.

Techniques for Interaction III: Listening Plus: Transparency D

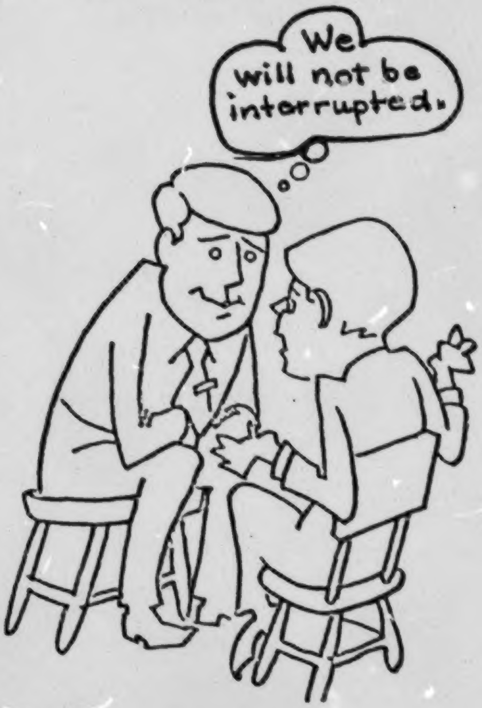
LISTENING


He's troubled

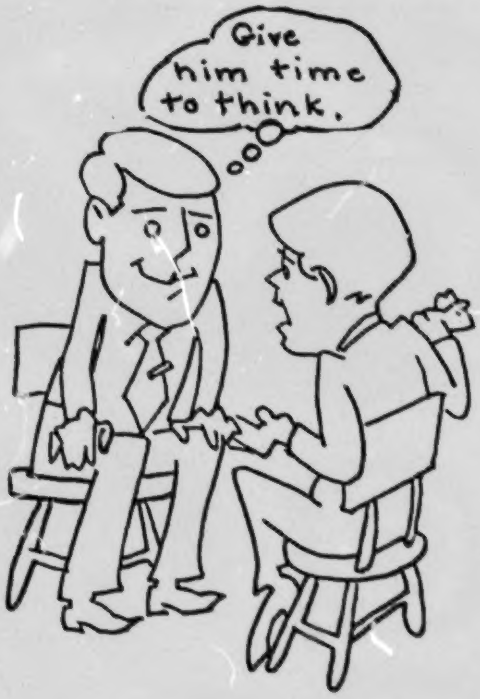
1. Listen with a reason.


That's how it is for him.

2. Be nonjudgmental


We will not be interrupted.

3. Allow no distractions.


Give him time to think.

4. Wait to respond.

Techniques for Interaction III: Listening Plus: Handout #1

Attending Skills Evaluation Form

Role-play Evaluation:

	Always	Often	Sometimes	Never
1. Elicited body movements that said "I'm listening."	3	2	1	0
2. Faced fully.	3	2	1	0
3. Moved forward.	3	2	1	0
4. Maintained eye contact.	3	2	1	0
5. Observed cues.	3	2	1	0
6. Communicated interest.	3	2	1	0
7. Listened with a reason.	3	2	1	0
8. Remained nonjudgmental.	3	2	1	0
9. Allowed no distractions.	3	2	1	0
10. Waited to respond.	3	2	1	0

Total score ____________

Group Evaluation:

	Always	Often	Sometimes	Never
1. Elicited body movements that said "I'm listening."	3	2	1	0
2. Faced fully.	3	2	1	0
3. Moved forward.	3	2	1	0
4. Maintained eye contact.	3	2	1	0
5. Observed cues.	3	2	1	0
6. Communicated interest.	3	2	1	0
7. Listened with a reason.	3	2	1	0
8. Remained nonjudgmental.	3	2	1	0
9. Allowed no distractions.	3	2	1	0
10. Waited to respond.	3	2	1	0

Total score ____________

Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Techniques for Interaction IV: Types of Responses

Objective:

To identify and apply types of responses which facilitate effective interaction with problem students.

Time Required For Presentation:

60 minutes
Part I - 10 minutes
Part II - 20 minutes
Optional Activity - 30 minutes

Equipment Needed:

Video-tape and play-back machine for optional activity.

Materials To Be Duplicated:

Handouts #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Types of Appropriate Responses
Handout #2 - Identifying Types of Responses

Resources And References:

Okum, B. Effective helping: Interviewing and counseling techniques. Belmont, CA: Duxbury Press, 1976.

Techniques for Interaction IV: Types of Responses

Directions for Presentation

OVERVIEW

In our interactions with others, we are continually exposed to opportunities to help people sort out their feelings and explore solutions to problems they are facing. How we respond to a person's problems can either thwart or facilitate the process of self-exploration for viable solutions. In working with all students, but especially special needs students, expertise in responding appropriately to expressed student problems is essential.

This session presents eight types of responses which can be used to facilitate communication. An activity is also provided for identifying the kinds of responses used in sample dialogues.

This session can be divided into two parts as follows:

Part I: Participants identify specific types of appropriate responses for facilitating communication.

Part II: Participants practice identifying types of responses when given sample dialogues.

INTRODUCTION

Paraphrase:

Responding appropriately in problem situations involves self-awareness: 1. As a communicator. 2. As a listener for the speaker's underlying thoughts and feelings.	Responding appropriately in problem situations requires the development of awareness of oneself as a communicator as well as hearing and perceiving the underlying thoughts and feelings of the person being helped.
Responding appropriately implies communication of: 1. Empathy, nonjudgmental acceptance, interest, and concern. 2. An understanding of the content and feeling of the message.	Responding appropriately implies that the teacher is able to communicate his/her empathy, nonjudgmental acceptance, and interest and concern for the student as well as an understanding of the content and feeling of the message the student is sending.
Read the example of appropriate responding.	The following is an example of appropriate responding:

Student: I hate school, but I like doing new things. I know I'm not stupid, but everybody thinks I am because I can't read.

Teacher: You really feel frustrated because your reading keeps you from looking as bright as you are. You'd like to be able to learn without relying on reading so much.

Saying "don't worry" or "you should work harder at reading" is not helpful because those kinds of responses do not foster self-understanding.

PART I: Types of Appropriate Responses

Distribute Handout #1:
Types of Appropriate Responses

Appropriate responses attempt to communicate:

1. An understanding of the speaker's message from his/her frame of reference.
2. Acceptance and caring.
3. Desire to aid the student in self-understanding and exploration of the problem.

The major types of responses are:

1. Paraphrasing - rewording.

With verbal responses, we attempt to communicate to the student that we are truly hearing and understanding him/her and his/her frame of reference, our acceptance and caring, our desire to help him/her toward self-understanding and exploration.

We can do this by making specific kinds of responses to ensure that we are clearly getting our message across.

The major types of verbal responses are:

1. Paraphrasing--rewording the content of the student's message. For example:

   Student: This has been a lousy day.

   Teacher: Things didn't go well for you today.

2. Probing - seeking more information.	2. Probing--an open-ended attempt to gain more information. For example: "Tell me more." "Let's talk about that." "I'm wondering about. . ." When "how", "what", "when", "where", and "who" questions are used, the response is more like an "interrogation" and is less likely to produce desired results.
3. Reflecting - stating what is inferred.	3. Reflecting--expressed or implied feelings in order to clarify the feeling state. For example: "You're feeling uncomfortable about talking to him." "Sounds like you're really angry at your friend." "You really resent not being consulted about the change."
4. Clarifying - exploring the basic issues.	4. Clarifying--an attempt to discover the basic issues of the student's message. For example: "Are you saying. . .?" "Do you feel. . .?" "I'm confused about. . ."
5. Confronting - giving feedback concerning listener's appraisal.	5. Confronting--honest feedback about what the teacher thinks is really going on but hasn't openly been stated by the student. For example: "It seems to me you aren't really interested in solving this problem." "You seem to be hurt by not being selected, but you seem relieved, too."

6. Leading - adding to the message for deeper understanding.	6. Leading--adding something to the student's message intended to help him/her gain a deeper understanding of his/her underlying feelings and their relation to the central issues. For example: Student: I just can't seem to find time to do that extra report and it's going to bring my grade down below passing. Teacher: You seem to resent having to use your time for something you don't see as productive.
7. Informing - stating objective and factual information.	7. Informing--statements of objective and factual information such as test scores, types of programs, job openings, etc. Guard against preaching or unsolicited advice. For example: "Your records indicate that you have applied for three jobs within the last six months." "According to the test results you score high in. . ."
8. Synthesizing - summarizing the feelings, content, and meaning.	8. Synthesizing--summarizing content and feelings and giving meaning to what has been expressed. This is important at the end of a discussion to determine agreement and to encourage the expression of clarifying comments from the student. For example: Student: I am really confused. My parents want me to major in engineering in college and I want to become a welder. Teacher: You feel upset because you want to make a good vocational choice but you don't know how to make a decision. A first step might be to list your personal values affected by a decision and how each option affects those values.

A first step might be to list your personal values affected by a decision and how each option affects those values.

Practice what you have learned by:

1. Making a concerted effort to hear and understand.
2. Identifying responses of others.
3. Giving yourself time to select the appropriate type of response before responding.

Once you have developed your ability to really hear not only what a problemed person is saying, but also what the person is trying to say, you will be able to recognize what kind of response is appropriate for helping to find solutions to the problem.

Practice listening to others and identifying the types of responses which are made.

In your own interactions, practice allowing enough time to consider which type of response is appropriate before responding.

PART II: Identifying Types of Responses

Distribute Handout #2: Identifying Types of Responses

Explain the activity using the instructions provided.

Allow 5 minutes for identification of the types of responses.

Read and discuss the answers for each exchange.

Allow 10-12 minutes for discussion.

Using Handout #2, have participants complete the activity by using the following instructions:

1. Read each exchange in Handout #2 and identify the types of responses being made from the categories listed below:

   a. paraphrasing
   b. probing
   c. reflecting
   d. clarifying
   e. confronting
   f. leading
   g. informing
   h. synthesizing

2. Read the answers to each exchange as follows:

   1. probing
   2. synthesizing
   3. informing
   4. reflecting
   5. clarifying
   6. synthesizing
   7. confronting
   8. reflecting
   9. confronting
   10. informing
   11. reflecting
   12. clarifying
   13. leading
   14. reflecting
   15. probing
   16. leading
   17. reflecting
   18. paraphrasing
   19. synthesizing
   20. paraphrasing

SUMMARY

Goals for responding appropriately to students' expressed concerns are to:

1. Communicate warmth, understanding, acceptance, and genuineness.
2. Communicate our ability and willingness to listen and help.
3. Facilitate self-understanding and exploration in the student.

Skill in selecting appropriate responses assists teachers in accomplishing their goals.

The primary goals in responding to students' expressed concerns are to:

1. Communicate warmth, understanding, acceptance, and genuineness.
2. Communicate our ability and willingness to listen and help.
3. Facilitate self-understanding and exploration in the student.

Developing skill in selecting the appropriate type of responses assists teachers in accomplishing these goals.

OPTIONAL ACTIVITY

Explain the activity.

Allow 30 minutes for this activity.

Video-tape segments of a television program which presents a large number of problems. Soap operas are a rich resource for this. Have participants view the tape and identify each type of response used in this program. As each type of response is identified, stop the video-tape and discuss the exchange using the procedure outlined in Part II of this session.

EVALUATION

Distribute Evaluation Form

Have participants evaluate the session by responding to the questions on the form provided.

FOLLOW-UP ACTIVITY

Explain the activity using the instructions provided.	Have participants practice responding to student problems which are in their classrooms using at least four different types of responses. Have each write a brief description of the speaker-listener exchange (verbal quotes, please), the type of response, and the outcome of the exchange.
Schedule a sharing session.	Have participants share their experiences at a sharing session.

Techniques for Interaction IV: Types of Responses: Handout #1

TYPES OF APPROPRIATE RESPONSES

Type	Explanation	Example
Paraphrasing	Rewording the content of the student's message.	Student: This has been a lousy day. Teacher: Things didn't go well for you today.
Probing	An open-ended attempt to gain more information.	"Tell me more." "Let's talk about that." "I'm wondering about. . ."
Reflecting	Stating expressed or implied feeling in order to clarify the student's feeling state.	"You're feeling uncomfortable about talking to him." "Sounds like you're really angry at your friend." "You really resent not being consulted about the change."
Clarifying	An attempt to discover the central issues of the student's message.	"Are you saying. . .?" "Do you feel. . .?" "I am confused about. . ."
Confronting	Honest feedback about what the teacher thinks is really going on but hasn't been stated by the student.	"It seems to me you aren't really interested in solving this problem." "You seem to be hurt by not being selected, but you seemed relieved, too."
Leading	Adding something to the student's statements intended to help him/her recognize and understand his/her underlying feelings and their relation to the central issues.	Student: I just can't seem to find time to do that extra report and it's going to bring my grade down

TYPES OF APPROPRIATE RESPONSES

Type	Explanation	Example
		below passing. Teacher: You seem to resent having to use your time for something you don't see as productive.
Informing	Statements of objective and factual information.	"Your records indicate that you have applied for three jobs within the last six months." "According to the test results you score high in. . ."
Synthesizing	Summarizing issues, feelings, and giving meaning to what has been expressed. Important for ending discussions.	Student: I'm really confused. My parents want me to major in engineering in college and I want to become a welder. Teacher: You feel upset because you want to make a good vocational choice but you don't know how to make a decision. A first step might be to list your personal values affected by a decision and how each option affects those values.

IDENTIFYING TYPES OF RESPONSES

Read the following exchanges and identify the type of response made according to the categories listed below:

a. paraphrasing
b. probing
c. reflecting
d. clarifying
e. confronting
f. leading
g. informing
h. synthesizing

1. ______ Student: It wasn't my fault. Sam started it.
Teacher: Tell me more about it.

2. ______ Student: I guess that's about it.
Teacher: Let's see if we can recap.....Is that what we decided?

3. ______ Student: Do you think I could get into nursing next year?
Counselor: The requirements include graduation from high school with a C average and recommendation from your high school.

4. ______ Teacher #1: I know he's our principal and I try to do things just as he has asked, but he's always so critical when I make a mistake.
Teacher #2: You must be feeling pretty frustrated when you're trying to cooperate and do a good job but he still isn't satisfied with your performance.

5. ______ Parent: As an example, last Saturday I just couldn't tolerate the twins a minute longer. Steve is okay, but, as you probably know, Stephanie can drive you crazy at times.
Teacher: Are you saying you're reaching your limit with both twins, or is it just Stephanie?

6. ______ Principal: If this first team is successful, we will try the team-teaching approach in all the middle grades. What do you think about your trying it?
Teacher: So you're saying that you'd like to try team-teaching in our school, but you want to try it with one team first and you'd like me on that team?

7. ______ Student: I don't want to talk about it.
Teacher: It bothers me to think you find it hard to feel you are in control of your life.

8. Student: I can't decide on a project. Nothing really appeals to me.
________ Teacher: You're feeling pretty frustrated and want some help deciding.

9. Teacher #1: What next! First, I'm assigned to work on the curriculum project, and then put on the textbook selection committee, and now our superintendent wants me to find time to plan the PTA programs for this spring.
________ Teacher #2: I gather that you feel Dr. Tobbes is putting too many demands on you, and at the same time I wonder if you feel somewhat pleased and complimented.

10. Parent: Do you think Janet will be able to graduate this year?
________ Teacher: In order to graduate, a student must meet graduation requirements, which are. . . . .

11. Principal: I've had two conferences with those parents trying to convince them to agree to the special education program we planned for Johnny, but they refuse. I don't know if they don't trust us or exactly what their problem is.
________ Teacher: It's perplexing and disheartening to go out of your way to help someone and then feel you don't even know if they trust you.

12. Student: Well, I can't do it, my parents are so weird and, besides, I don't know how to get there.
________ Teacher: Are you telling me your parents don't like the idea of your working and you couldn't find a ride even if they said you could take the job?

13. Student: Nobody in this world cares what happens to anybody else.
________ Teacher: It's scary to feel that nobody at all cares about you.

14. Student: I just can't get along with that teacher. She always picks on me.
________ Counselor: You are unhappy with your treatment in class.

15. Teacher #1: I hope I never have to go through another parent conference like that one again.
________ Teacher #2: Tell me what happened.

16. Parent (speaking about her son with reading problems): Whenever I sit down to relax and read, James gets his book and tries to read too. The only problem is (laughingly) that he must interrupt me every five seconds to ask me words.

________________ Teacher: I'm wondering if that kind of continual interruption isn't a real trial of your patience and I'm wondering if it doesn't perturb you.

17. Principal: You teachers are the most uncooperative bunch I've seen. You completely sabotaged my Learning Center plan.

________________ Teacher: You're pretty angry with us and feel that we've deliberately opposed you.

18. Student: At our house, I do all the cleaning and my brother does all the resting.

________________ Teacher: Your brother doesn't do any of the household chores.

19. Student: Can I go now?

________________ Teacher: Let's see if we understand each other. You said...and I agreed to...Now you must...Right?

20. Teacher #1: It really irritates me that the chairperson expects me to make all the phone calls for Parents' Night.

________________ Teacher #2: You're very annoyed that the entire responsibility for making phone calls has been placed on you.

Classroom Management and Organization

VEIT PROJECT

INSERVICE TRAINING MODULE

Title:

Time Management

Objective:

To explore time saving techniques for application to identified instructional time traps.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 15 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handout #1, #2, #3
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Identifying Time Traps
Handout #2 - Time Savers
Handout #3 - Avoiding Time Traps

Resources And References:

Lakein, A. How to get control of your time and life. New York: American Library, 1973.

Mackenzie, R. A. The time trap. New York: American Management Association, 1974.

Directions for Presentation

OVERVIEW

Lack of time is a common complaint at the mention of individualized instruction. However, since extra planning or instructional time is usually not a viable option, efficient use of time is crucial when the need arises to adapt instruction for special needs students.

Control of one's time can be learned. Acquisition requires the awareness of time traps, how to avoid them, and the development of successful time-management techniques.

The activities in this session are designed to: 1) develop an awareness of time as a resource which can be controlled for maximum benefit; 2) identify personal time traps and time-saving techniques; 3) provide a structure for practice in avoiding time traps.

This session is divided into three parts as follows:

Part I: Participants identify personal time traps.

Part II: Participants examine and discuss various time-saving techniques.

Part III: Participants plan strategies to avoid time traps.

INTRODUCTION

Ask question and emphasize that nationally 3/4 of the people feel that they do not have enough time.

Ask for a show-of-hands in response to the question:

"How many of you feel you don't have enough time to do the things you really want or need to do?"

Disclose the fact that nationwide surveys show that three-fourths of the people feel they do not have enough time.

Paraphrase:

Time is a resource to be controlled for maximum benefit.

People live their lives trying to overcome the obstacle of not having enough time. Probably the most common complaint among educators is, "I just don't have enough time."

While all men are not created equal in terms of talent, money, skill, initiative or good looks, one common denominator is that we all have the same number of hours in every day.

Some people accomplish more because they are better time managers than others. Time should be considered a resource, not an obstacle. Resources can be controlled for maximum benefit. Controlling your time is controlling your life. The key to effective time management is good control.

You alone choose how you spend your time. If you are unaware of where your time goes, you are not in a position to make conscious choices about how you spend your time. You are not in control of your greatest resource.

PART I

Distribute Handout #1: Identifying Time Traps

Explain the activity.

Allow 2 minutes.

Discuss, identifying time traps. Star the top three.

Allow 3 minutes.

Have participants read the instructions on Handout #1 and list their time traps. Encourage brainstorming. Elicit several time traps from the group and encourage participants to list any new ones that may apply to them.

PART II

Distribute Handout #2: Time Savers

Discuss time-saving techniques using Handout #2.	Using Handout #2, discuss some of the time-saving hints suggested by several experts on time management.
Share techniques of well-known personalities.	Read some of the techniques used by successful, well-known personalities.

1. Senator William Proxmire combines three activities into one. By jogging to work each day, commuting time, exercise time, and weight control are taken care of in one thirty-five minute period.

2. Dr. Joyce Brothers, psychologist, makes a mental note before going to sleep at night of the three most important things she must do the next day, ranking them in order of importance. It helps her do important things first, and thus avoid procrastination.

3. Norman Vincent Peale, author and clergyman, claims three secrets in saving time:

   a) Organization--Take one thing at a time and give it your undivided attention.
   b) Change of pace--If ideas, projects, etc., do not flow or jell, leave them and do something else for a while.
   c) Grab fractional moments--While waiting for an appointment, riding in a taxi, standing in line, use these little bonus moments to plan an activity, outline a lesson, make an introduction to a lecture, etc.

4. Stewart Matt, business executive, suggests skipping lunch and delegating everything to somebody else where possible and practical.

5. Bella Abzug works an 18-hour day by catnapping four or five minutes here and there during the day and sleeping only four hours at night.

6. Notre Dame University President, the Reverend Theodore M. Hesburgh, declares that he gets the least done when he has time on his hands, so he schedules himself more than he can possibly do in the time available.

Discuss how these can be applied to the classroom.

Discuss how all of these techniques might be applied to time-saving strategies in the classroom.

PART III

Distribute Handout #3: Avoiding Time Traps

Explain the activity using Handout #3.

Circulate among participants to answer specific questions and offer suggestions.

Allow 15 minutes for completion of the activity.

Explain the procedure outlined in Handout #3 and direct participants to complete steps 1 and 2. Cue participants at 3-minute intervals to aid them in dividing their time across the three identified time traps.

FOLLOW-UP ACTIVITY

Explain the activity by referring to Step 3 of Handout #3.

Schedule a sharing session.

Have participants select and implement one or more of their plans of action, listed in Handout #3 for one week. Direct them to record results at the bottom of Handout #3 for sharing with the group in two weeks.

SUMMARY

Paraphrase:	Parkinson's Law offers an excellent measure for planning time usage in education:
Read Parkinson's Law.	Work expands to meet the time available. Put time limits on projects. Don't consume time just because you have it today. You can't get it back tomorrow.
Use the limited amount of instructional time to obtain the maximum learning benefits.	As teachers, we only have a limited amount of time available for instruction. If we don't use that time efficiently our opportunity to prepare students to be contributing members of society is diminished. Direct each instructional minute toward achieving the maximum benefits.

EVALUATION

Distribute the Evaluation Form.	Participants are to evaluate the session by responding to the questions on the form provided

Time Management: Handout #1

IDENTIFYING TIME TRAPS

Into each life some time trap may fall. Some, like the telephone and unexpected visitors, are universal. Others are peculiar to particular jobs and roles in life.

1. In the left-hand column, underline all the time traps to which you are vulnerable; add others which apply to your specific educational role.
2. Star the three which represent the biggest time wasters in your educational role.
3. Think about these three time wasters during this session.

MY TIME TRAPS

1. Telephone
2. Pass time visiting
3. Meetings
4. Avoiding least liked task
5. Excessive preparation
6. Perfecting plans
7. Getting off the subject
8. Grading all papers
9. Preparing tests
10. Collecting resources

11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

TIME SAVERS

I. Daily Management Strategies

1. Schedule a regular 5-15 minute daily planning time to make a "To Do" list of specific items.
2. Arrange "To Do" items in order of priority.
3. Ask yourself: "Would anything terrible happen if I didn't do this specific item?" If the answer is no, don't do it.
4. Do first things first; train yourself to go down your "To Do" list without skipping over difficult items.
5. Have confidence in your judgement of priorities and stick to them in spite of difficulties.
6. Concentrate on one thing at a time.
7. If you seem to be procrastinating, ask yourself: "What am I avoiding?" Then try to confront it head-on.
8. Start with the most profitable parts of large projects and often you may find it is not necessary to do the rest.
9. Cut off nonproductive activities as quickly as possible.
10. Delegate everything you possibly can to others.
11. Make use of specialists to help you with special problems.
12. Set deadlines for yourself and others.

II. Time-Saving Tips

1. Skim books and articles quickly looking for ideas.
2. Minimize television watching and be selective when you do watch.
3. Carry blank 3x5 index cards with you to jot down notes and ideas.
4. Keep small talk to a minimum during work hours. Try not to waste other people's time as well as your own.
5. Be prepared with activities you can do to avoid wasting unavoidable waiting time. Relax, plan, read, or do something you would not otherwise have done.

III. Psychological Tactics

1. Recognize that inevitably some of your time will be spent on activities outside your control, and don't fret about it.
2. Don't waste time regretting your failures; concentrate on action steps to further your goals.
3. Don't waste time feeling guilty about what you don't do; concentrate on doing things which yield the greatest long-term benefit.
4. Try not to think of work on weekends.
5. Frequently relax and "do nothing" for brief intervals.
6. Try to enjoy whatever you are doing. Try to get satisfaction (not necessarily accomplishment) out of every moment.
7. Before you start a task, ask yourself why you're doing it. If your answer is not convincing, do something else.

IV. Guidepost Thoughts

1. Remind yourself: "There is always enough time for the important things." If it is important you can take time to do it.
2. Continually ask yourself: "What is the best use of my time right now?"

V. Skills To Develop

1. Learn to do the task liked least, first, when faced with two equally important things.
2. Learn to say no to time traps and time-wasting proposals of others.
3. Learn to do two things at once when possible and appropriate.
4. Learn to speed read.
5. Learn to group activities. Set aside time blocks for grading papers, preparing lesson plans, reorganizing work stations, reviewing materials, etc. Avoid flitting from one type of work to the other and back again.

AVOIDING TIME TRAPS

1. List your three biggest time wasters identified (starred) on Handout #1. Write one in each of the boxes in the first row below.
2. In the second row of boxes, list in step-by-step order the necessary actions you plan to take to avoid each of the time traps.
3. Put your plans into action for one week. Take those steps!
4. In the last row of boxes describe what happened as a result of your actions.

	#1	#2	#3
1. Identified Time Traps			
2. Plan of Action to Save Time			
3. Results of Actions Taken			

USE OF RESOURCES

Resources

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Instructional Resources Available in the School

Objective:

To identify available resources within the school to increase effectiveness in working with special needs students.

Time Required For Presentation: 30 minutes

Part I - 20 minutes
Part II - 10 minutes

Equipment Needed:

Overhead projector and screen

Materials To Be Duplicated:

Handout #1, #2, #3
Transparency A
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Instructional Resources Available in the School
Handout #2 - Getting Help for a Problem Learner
Handout #3 - School Performance Checklist
Transparency A - Instructional Resources: School and District

Resources And References:

Phelps, L. A., & Lutz, R. J. Career exploration and preparation for special needs learners. Boston: Allyn and Bacon, Inc., 1977.

Instructional Resources Available in the School

Directions for Presentation

OVERVIEW

Classroom teachers should not expect to be able to adequately serve the educational needs of special needs students in isolation. They must seek to incorporate a variety of resources and support services into their instructional planning of appropriate programs for these students.

This session is designed to acquaint participants with instructional resources generally available within the school to aid in developing instructional programs for learners. While all of the resources may not be available in every school, many may be offered within the district and be available upon request.

In addition to a discussion of general school resources, this session includes a class activity which provides participants with an opportunity to explore the specific resources available within a given school while also providing useful clues for helping a student currently experiencing difficulty in the classroom.

The activity includes a built-in evaluation procedure by comparing participants' pre-investigative recommendations with those made after the available resources have been explored.

This session is divided into two parts as follows:

Part I: Participants explore resources available in schools to assist teachers in working with problem learners.

Part II: Participants engage in an activity to obtain resource assistance for helping a problem learner.

PRESESSION ARRANGEMENTS

Survey the available building support services and resources. Revise Part I to include those not presently mentioned.

Survey the support services and resources available in the specific school at which the session will be held. Revise the presentation in Part I to include a description of all available services. Also, [illegible] the list of available instructi[illegible] resources provided in Transparen[illegible] and Handout #1.

INTRODUCTION

Paraphrase:

"I have tried everything. Nothing works. I don't know what else to do."

If you have "tried everything," look for available resources for assistance.

Anyone who has faced a classroom full of youngsters for any length of time knows the feeling of having "tried everything."

When we feel unable to produce adequate gains in a particular student, we need to investigate the various resources available to us. We can seek help for purposes of:

Seek help for:

1) Understanding the student's abilities, as well as problems.
2) Identifying and implementing special techniques and materials.
3) Gaining assistance and/or support services for working directly with the student.

1) Understanding the student's abilities as well as his/her problems.
2) Identifying and implementing special techniques and materials.
3) Gaining assistance and/or support services for working directly with the student.

PART I - Exploring Available School Resources

Distribute Handout #1: Instructional Resources Available in the School

Show Transparency A: Instructional Resources: School and District

Paraphrase:

This session deals with those resources generally available at the building level. Handout #1 is intended for participants to identify the resources specifically available within their school.

Resources available in most school include:	Resources available in most schools include:
1. Guidance counselor.	1. Guidance counselor. The logical person to contact first would be the student's guidance counselor. In addition to a general knowledge of the student's current status, the counselor can help interpret and analyze information contained in the student's cumulative folder.
2. School records.	2. School records. An examination of standardized test scores, course grades, attendance records, health records, and teacher comments often produces information which gives a clearer understanding of possible problems. Frequently, it also provides clues to student abilities which can be used in planning effective instructional strategies.
3. Support services.	3. Supportive services. Building personnel with specialized skills provide a rich resource which can be tapped for special materials and instructional methods. The possibilities include: a) school psychologist b) remedial teachers c) resource teachers d) special education class teachers e) speech and hearing therapists f) regular teachers who have special skills g) work-study coordinator h) school nurse and health services
4. Conferences.	4. Conferences. Included are:
a. Student interview.	a. Student interview. One of the richest but often underutilized sources of information are the students themselves. A

	carefully planned and well conducted interview with a student can be an invaluable experience. Such an effort often produces surprisingly fruitful results especially in the development of a friendly and open relationship. Students appreciate honest concern without recrimination and welcome the opportunity to be considered as partners in their educational planning.
b. Parent(s) conference.	b. Parent conference. Parents should be encouraged in every way possible to exchange ideas and information with the teacher when a student is not progressing properly. Parent conferences often provide insight which could not be gained through any other source.
c. Current teachers meeting.	c. Student's current teachers. Other teachers and personnel who are currently working with the student should be contacted. Cooperative session attended by those currently interacting with the student can provide a pool of information, thereby offering new insight into the student's needs. A unified effort of several teachers is more likely to produce desired results than a fragmented, single-teacher approach.
5. Direct instructional assistance.	5. Direct instructional assistance. When you have identified specific instructional problems with which the student needs individual assistance, you may get help in the form of direct teaching service from several sources. These include:

a. Teacher's aides.	a. Teacher's aides. Many schools provide teacher's aides who can be scheduled to work directly with an individual student when needed.
b. Resource room.	b. Resource room. A special resource room may provide short-term, direct teaching service.
c. Peer tutors.	c. Peer tutors. Specially trained students provide a rich source of individual assistance. A fellow student often proves to be highly effective in teaching a single student. Both tutor and learner benefit from such an experience. The tutors should be specifically trained to perform tutorial tasks which can free the teacher for other activities.
d. Community volunteers.	d. Community volunteers. Adult volunteers may be available through your school. Often a school keeps a list of volunteers who can be called on to assist wherever and whenever needed. This source of aid, however, requires close supervision. Careful directions should be given and the volunteer should have a clear understanding of what is expected and how it is to be accomplished. The volunteer's skill in handling both the student and subject matter should be closely monitored for effectiveness. It is unwise to assume that because a volunteer is willing, the person is also able.

PART II - Getting Help for a Problem Learner

Distribute Handout #2: Getting Help for a Problem Learner and Handout #3: School Performance Checklist

Explain the activity.	Direct participants to follow directions as indicated in Handout #2.
Discuss the responses made by the participants. Emphasize creative use of resources and problem-solving techniques.	Have participants complete Step #1 of Handout #2 and all of Handout #3. Discuss several participants' responses to Handout #2 and #3. Elicit suggestions of available resources for the students identified. Emphasize the creative use of resources and problem solving.

FOLLOW-UP ACTIVITY

Explain the activity and answer questions.	After the school's resources have been investigated, have participants independently complete the remaining activities outlined in Handout #2. Also, have each participant distribute Handout #3 to all the student's current teachers for completion. From this information participants should determine the student's status, strengths, weaknesses, and the appropriateness of the plan of action. If possible, participants should hold a conference with all of the student's current teachers to review the findings and explore the possibilities of extending the plan of action across classes. Provisions should be made for continuous monitoring of the student's progress and specific responsibilities should be spelled out so there is no question as to what is expected of any member of this conference team.
Schedule a sharing session.	Have participants share results at a sharing session.

SUMMARY

Instructional resources available in the school have been discussed. Each must be examined for	The instructional resources discussed here represent some of those available in the school. They should be more fully explored to determine how each

possible use with each problem learner. Use creativity when applying and matching resource to student.

can be used in working with problem learners. Creativity in application and appropriate matching of resource and student is essential.

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

INSTRUCTIONAL RESOURCES: SCHOOL AND DISTRICT

1. GUIDANCE COUNSELOR

2. SCHOOL RECORDS
    - A. STANDARDIZED TEST SCORES
    - B. COURSE GRADES
    - C. ATTENDANCE RECORDS
    - D. SPECIAL PROGRAMS
    - E. TEACHER COMMENTS
    - F. HEALTH RECORDS

3. SPECIAL OR SUPPORTIVE SERVICES
    - A. REMEDIAL PROGRAM TEACHERS
    - B. RESOURCE TEACHER
    - C. SPECIAL EDUCATION CLASS TEACHERS
    - D. REGULAR CLASS TEACHERS WITH SPECIAL SKILLS
    - E. PSYCHOLOGIST
    - F. SPEECH AND HEARING SPECIALISTS
    - G. WORK-STUDY COORDINATOR
    - H. SCHOOL NURSE AND HEALTH SERVICE

4. CONFERENCES
    - A. STUDENT
    - B. PARENT
    - C. CURRENT TEACHERS
    - D. FORMER TEACHERS
    - E. EMPLOYER, IF APPROPRIATE

5. DIRECT INSTRUCTIONAL ASSISTANCE
    - A. TEACHER'S AIDES
    - B. RESOURCE ROOM
    - C. PEER TUTORS
    - D. AREA VOLUNTEERS

Instructional Resources Available in the School: Handout #1

INSTRUCTIONAL RESOURCES AVAILABLE IN THE SCHOOL

1. GUIDANCE COUNSELOR

2. SCHOOL RECORDS
    a. standardized test scores
    b. course grades
    c. attendance records
    d. special programs
    e. teacher comments
    f. health records
    g. other______________________

3. SPECIAL OR SUPPORTIVE SERVICES
    a. remedial program teachers
    b. resource teachers
    c. special education class teachers
    d. regular class teachers with special skills
    e. psychologist
    f. speech and hearing specialists
    g. work-study coordinator
    h. school nurse and health service
    i. other______________________

4. CONFERENCES
    a. student
    b. parent
    c. current teachers
    d. former teachers
    e. employer, if appropriate
    f. other______________________

5. DIRECT INSTRUCTIONAL ASSISTANCE
    a. teacher's aides
    b. resource room
    c. peer tutors
    d. area volunteers
    e. other______________________

Instructional Resources Available in the School: Handout #2

GETTING HELP FOR A PROBLEM LEARNER

1. Select a nonachieving student in your class and complete Steps #1 thru #4 of this form and the School Performance Checklist (Handout #3).
2. Systematically investigate available school resources. List the contact person, other resources used, and facts gathered.
3. Examine the facts. Consider the available alternatives. Select a plan of action.
4. Compare your original recommendation with the final plan of action. State your conclusion.

---

1. Student's first name (only) ______________________________

2. The problem as I see it:

3. What probably should be done:

4. Complete the School Performance Checklist (Handout #3).

5. Investigate school resources:

CONTACT	NEW INFORMATION
a. Counselor	
b. School Records	
c. Special Services	
d. Conferences	
e. Direct Teaching Assistance	

6. After examining the information, I plan to implement the following plan of action:

7. In comparing my original recommendation with the plan above, I find:

SCHOOL PERFORMANCE CHECKLIST

Student's Name ______________________________

	Yes	Avg.	No
1. Classwork/Homework			
a. Completes assignments			
b. Requests help when needed			
2. Attendance			
a. Regularly attends			
b. Makes up work when absent			
c. On time to class			
3. General Contributions			
a. Follows instructions			
b. Comes prepared			
c. Contributes to class discussion			
d. Does well on assignments			
e. Completes long-term projects			
f. Shows initiative			
4. Attitude			
a. Cooperative			
b. Likes school			
c. Pays attention			
d. Accepted by peers			
e. Observes safety rules			
5. Discipline			
a. Observes class rules			
b. Maintains self control			
c. Uses appropriate language			
6. Prerequisite Entry Skills (List any missing required skills)			

Resources

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

School District Support Services

Objective:

To acquaint participants with the district support services available for special needs students. To compile an inventory of district resources for reference when needed.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 20 minutes
Part III - 5 minutes

Equipment Needed:

Determine if speaker needs any equipment.

Materials To Be Duplicated:

Handout #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - School District Resources and Outline of Information Desired about Resources
Handout #2 - Inventory of District Support Services for Special Needs Students

Resources And References:

Phelps, L. A. Instructional development for special needs learners: An inservice resource guide. Urbana, IL: University of Illinois, 1976.

School District Support Services

Directions for Presentation

OVERVIEW

Often our richest pool of resources goes unnoticed because it is too close to be recognized. The school district generally offers a variety of resources of which the instructor may not be aware.

This session acquaints the participants with support services available through the school district. Resources available within the school are not included here. It is suggested that this session be preceded by Instructional Resources Available in the School in which services within the school building are explored.

The session is divided into two parts as follows:

Part I - Participants receive specific information from the district special education administrator about the support services available in the district for special needs students.

Part II - Participants begin to compile an inventory of district support services available for special needs students.

PRESESSION ARRANGEMENTS

Contact a district special education administrator to present information about school district support services. Provide the speaker with Handout #1 and request that it serve as a guide in preparation for the presentation. Revise Handout #1. Secure a copy of the district's directory of services, if available.

Contact a district special education administrator or other district resource person to make a presentation which discusses available district support services for special needs students. Provide the speaker with Handout #1 and request that the bottom section, Outline of Information Desired about Resources, be followed in presenting information about the district's support services. Emphasize that 20 minutes of the 30-minute session are allotted to the speaker; therefore, the information given must be brief but comprehensive.

Revise the top section of Handout #1, School District Resources, to include the district's list of available instructional resources.

Secure a copy of the district directory of services, if available.

Distribute Handout #1: School District Resources and Outline of Information Desired about Resources and Handout #2: Inventory of District Support Services for Special Needs Students

INTRODUCTION

Paraphrase:

In addition to each school's resources, the district also offers support services for special needs students.

If available, consult the district's directory of services.

In addition to instructional resources available within each school, school districts offer a wide range of services and materials for special needs students.

The district's directory of services is one good way to discover what is available in a particular school district. Such a directory lists various departments as well as the names and titles of department personnel. The listings will give the reader information about services available within the district.

PART I

Introduce resource speaker.

Our guest for this session is ____________ ____________ who is here to acquaint you with some of the services available to you through your own school district.

Allow 20 minutes for the speaker to explain services.

Explain the optional activity as follows:

1. Have participants list 3 or 4 services for which

Have participants list three or four services mentioned by the more information is desired.

speaker about which they would like to have more detailed information.

2. Point out that another session can be planned to further explore these services.

Point out that another session can be planned for a panel of district personnel to clarify and explain the types and scope of services as well as the procedures for utilization.

3. Collect the lists.

Collect the lists for analysis and planning of a future session to include a panel of speakers to discuss the most frequently mentioned services.

4. Analyze lists and plan for a session to include a panel of speakers to discuss the most frequently mentioned services.

PART II

Paraphrase:

In addition to the directory of district services, each teacher should compile an inventory of the district support services which are most appropriate to meeting his/her instructional needs.

Explain the activity using the instructions provided.

Explain the steps for compiling such an inventory as follows:

1. Form groups of no more than three participants for the purpose of identifying the resources to be investigated.
2. Have each group establish its own procedures for identifying responsibilities, setting deadlines, collecting information, collating results, etc.

Allow 5 minutes for completion of the activity.

FOLLOW-UP ACTIVITY

Explain the activity using the instructions provided.

Have each group:

1. Compile an inventory of district

support services. The list must include the resources identified during the activity in Part II of the session.

2. File a copy of the inventory with the session presenter for distribution to all participants.

Schedule a sharing session.

3. Share the information provided on their inventory with other participants in a sharing session.

SUMMARY

Available resources are many times not used due to lack of awareness of availability or by being too time consuming to secure. An inventory of services for easy reference can alleviate this problem and offer new opportunities to increase our instructional effectiveness.

All too often resources go untapped either because we are unaware of their existence or because locating the appropriate resource is thought to be too time consuming. With awareness of available resources and a ready reference to put us in touch with the proper source, we can expand our knowledge and thereby increase our instructional effectiveness.

EVALUATION

Distribute the Evaluation Form.

Have participants evaluate the session by responding to the questions on the form provided.

SCHOOL DISTRICT RESOURCES

1. School Psychologist
2. Curriculum Specialist
3. Special Education Specialists
   - A. Director
   - B. Vocational rehabilitation counselor
   - C. Categorical coordinators
     - 1. emotionally disturbed
     - 2. learning disabled
     - 3. mentally retarded
     - 4. orthopedically handicapped
     - 5. multiply handicapped
     - 6. other
   - D. Speech and hearing therapists
   - E. Sight conservationist
   - F. Itinerate or consulting teachers
   - G. Language specialists
   - H. Other
4. Curriculum Specialists
   - A. Special education
   - B. General education
   - C. Vocation/career education

OUTLINE OF INFORMATION DESIRED ABOUT RESOURCES

1. Types of Services and Materials
2. Location of Services and Materials
3. Scope of Service
4. Limitations of Service
5. Procedure for Obtaining or Utilizing Resource
   - A. Contact person
   - B. Telephone number
   - C. Reciprocal responsibilities
   - D. Referral procedure
   - E. Time requirements
     - 1. lead time
     - 2. duration of service
     - 3. conference
     - 4. other

INVENTORY OF DISTRICT SUPPORT SERVICES FOR SPECIAL NEEDS STUDENTS

Program: ______________________ District: ______________________
Date: ____________ School(s): ____________ ____________
____________ ____________

	Resource Contact Person	Title or Responsibility	Location and Phone	Description of Specific Resource or Service
Counseling				
Curriculum				
Special Ed.				
Methods/ Materials				
Other				

Diagnosis and Assessment

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Community Resources

(Suggested Sequence: Can follow Instructional Resources Available in the School and Instructional Resources Available in the District

Objective:

To outline procedures for identifying community resources and compiling a community resource inventory.

Time Required For Presentation: 30 minutes

Part I - 5 minutes
Part II - 10 minutes
Part III - 15 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handout #1, #2, #3, #4
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Darlene: A Case Study
Handout #2 - Where to Look for Community Resources
Handout #3 - Special Needs Resource Inventory
Handout #4 - Community Resource Data Cards

Resources And References:

Phelps, L. A. Instructional development for special needs learners: An inservice resource guide. Urbana, IL: University of Illinois, 1976.

Altfest, M. Vocational education for students with special needs: A teacher's handbook. Ft. Collins, CO: Colorado State University, 1975.

Directions for Presentation

OVERVIEW

In providing appropriate educational services for special needs students, instructors must seek realistic, applied daily-living experiences. The classroom cannot be expected to adequately provide all these requirements. Therefore, educators must turn to the community to cooperatively assist in developing these services.

This session is designed to acquaint teachers with appropriate community resources available for special needs students and to outline procedures for compiling a community resource inventory for use in conjunction with the school and district support services.

This session can be divided into three parts as follows:

Part I: Participants discuss how community resources can be coordinated with school resources to provide effective instructional experiences for special needs students in their classes.

Part II: Participants explore strategies for identifying community resources.

Part III: Participants explore strategies for developing a community resources inventory.

INTRODUCTION

Paraphrase:

Community resources are important in expanding and enriching instructional experiences for special needs students.

In preparing students for active participation in the work world, educators have long recognized the advantages of securing community-based, specialized employer-employee knowledge. Through full utilization of community resources, the experience and knowledge of the citizenry can provide realistic and enriching experiences for students, both in school and on the job site. Help can often be obtained in the form of tutorial and counseling services, apprenticeship projects, or classroom assistance from local citizenry and/or agencies.

PART I - Coordination of School and Community Resources

Distribute Handout #1:
Darlene: A Case Study

Paraphrase: Coordinating school and community resources is essential for maximum efficiency.	For maximum efficiency, community resources must be identified and coordinated with school resources. The case of Darlene illustrates how the local community resources, once identified and catalogued, can be coordinated with school resources to result in effective instructional programs.
Direct participants to read Handout #1.	Direct participants to read Handout #1.
Discuss the case study using the topics provided.	Discuss the case study using the following topics:
Use the experiences of participants. Allow 5 minutes for discussion.	1. How many resources were used? a) Resource teacher b) Hotel chef c) Volunteer tutors 2. Who has used extra-school resources? 3. How have the resources been used? 4. What results have been obtained through the use of extra-school resources? 5. How might the use of resources be expanded? 6. How can community resources be further coordinated with school resources to provide effective instruction experiences for special needs students in your programs?

PART II - Locating Resources

Distribute Handout #2:
Where to Look for Community Resources

Paraphrase:	In order to expand the use of resources, these must first be identified.
Resources must be identified:	
1. Begin with existing advisory committees.	1. Existing advisory committees are an excellent place to begin the search for community resources. Since one of the recognized functions of advisory committees is to coordinate community resources, they can frequently provide excellent information on locating specific resource persons and services.
2. Review community resource directories.	2. Prior to identifying community resources attempt to locate and review any available community resource directories. United Way and similar social service agencies usually have directories of the special services offered by various organizations and agencies in the community. Be sure to verify that they are currently available, and that the names of contact persons, phone numbers, and other information is accurate.
3. Use outline provided in Handout #2 to suggest other possible resources. Revise Handout #2 to be relevant for participants.	3. Using Handout #2 as an outline guide, have participants suggest other possible resources. Have participants revise Handout #2 to be relevant to their community.
Allow 10 minutes for expanding and revising Handout #2.	

PART III - Developing a Community Resource Inventory.

Distribute Handout #3: Special Needs Resource Inventory and Handout #4: Community Resource Data Cards

Paraphrase:	
Develop an inventory of identified community resources.	After possible sources are identified, a resource inventory should be developed and kept current.
Use the following steps:	Develop the resource inventory by using the following steps:
1. Revise Handout #3 to meet your requirements. Include basic information outlined.	1. Revise Handout #3 to include the specific information required by your program. Basic information should include: a) Name of agency or organization offering the service/resource. b) Name and title or position of contact person. c) Telephone number of contact person. d) Address or location of contact person's office or business. e) Specific times the service or resource is available. f) A brief description of the service or resource. g) Any other pertinent information such as lead time required or any restrictions on who is qualified to make use of the resource.
2. Focus on one department or occupation.	2. Organize the resource inventory for individual school programs or departments, such as home economics or refrigeration. Generally, numerous resources are available and appropriate for occupational and departmental programs in a community. For the purposes of organization and efficient use, the resource inventory should focus on specific occupational or departmental programs. The sample inventory provided in Handout #3 is designed for the home economics program and is used for all the home economics courses in the district.

3. Consider the user's needs.	3. While developing the inventory, keep in mind the information needs of those who will use it. The primary user will likely be yourself and the other individuals who are assisting in its development. In addition, however, it may be a useful tool for counselors of various special needs learners who may wish to solicit outside help in work placement or vocational counseling for individual students. Other teachers may also find the inventory helpful in locating specific resources to assist with their instructional planning.
4. Compile a card file of: a) Instructional resources. b) Service resources. Refer to Handout #4 for sample cards.	4. Compile a card file of pertinent information for quick retrieval. These resource description cards can be kept in a central file for use by the instructional team. Two examples of such community resource data cards are provided in Handout #4. Note that two types of data cards are used; one for instructional resources and one for service resources.
5. Duplicate and distribute to appropriate staff members.	5. Duplicate and distribute the resource inventory to appropriate staff.
6. Plan and implement an updating system to include: a) Periodic review of inventory and card file. b) Revision of data on inventory and card file. c) Dissemination of revised inventory and card file to users.	6. Plan and implement an updating system. Updating the inventory is essential for accuracy and adding more resource information as service becomes available. The updating system should include: a) Periodic review of inventory and card file. b) Revision of data on inventory and card file. c) Dissemination of revised inventory and card file to users.

SUMMARY

Paraphrase: An inventory of community resources is important for developing an awareness of worthwhile community services which can be incorporated into the instructional curriculum.	An inventory of available program resources is important in developing quality instruction for special needs students. Such an inventory provides teachers, counselors, and coordinators from general, occupational, and special education with an expanded awareness of the professional services which are locally available for special needs as well as regular students. Services can be obtained from a variety of community resources. However, these services will not be tapped unless the educational community takes the incentive to identify and incorporate them into the instructional curriculum.

FOLLOW-UP ACTIVITY

Explain the activity.	Have participants work by program areas or departments to compile a special needs resource inventory using the guideline suggested in this session.
Schedule meeting to coordinate the activity.	Schedule periodic meetings with program areas or departments to coordinate the activity.

EVALUATION

Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions of the form provided.

DARLENE: A CASE STUDY

Darlene is a special needs learner enrolled in Mr. Lockwood's Commercial Foods I class. She is well coordinated and has no dexterity problems but has difficulty remembering instruction given in class. Mr. Lockwood has found that in a one-to-one learning situation she is able to perform well.

Darlene is very interested in baking and seems to have an artistic flair. She would like to work for a bakery and has expressed an interest in cake decorating. She has a great deal of patience and is willing to spend a considerable amount of time to accomplish the effect she wants.

Because of her interest and ability in Commercial Foods she is doing well in Mr. Lockwood's class. However, she is not interested or willing to spend time in some of her academic subjects. In consultation with the resource teacher (Ms. Grant), Mr. Lockwood has decided that some work experience would help Darlene see a need for math and reading.

Using their district's community resource data card index, Mr. Lockwood and Ms. Grant identified a short-term work station for Darlene. Karl Williams, who is the head pastry chef at the Vanderbilt Hotel, is an excellent chef and has the ability to relate well to students.

Darlene was pleased to be able to do work she did well and enjoyed. She began to see the need for reading and math but still had difficulty in the classroom. Using her Special Needs Resource Inventory, Ms. Grant was able to locate volunteers who could tutor Darlene on a one-to-one basis in math and reading.

Darlene is progressing and looks forward to Commercial Foods II class as well as a part-time co-op work experience with Mr. Williams next year. She is trying hard in her academic subjects now so that she will be able to graduate and take an apprentice position with Mr. Williams.

Taken from:

(Phelps, L. A. Instructional development for special needs learners: An inservice resource guide. Urbana, IL: University of Illinois, 1976.)

WHERE TO LOOK FOR COMMUNITY RESOURCES

I. Community

- A. Citizenry
    1. Professionals and tradesmen
    2. Trained but not practicing teachers
    3. Retired citizens
    4. ____________________
    5. ____________________
- B. Community Agencies or Organizations
    1. Chamber of Commerce
    2. Goodwill Industries
    3. YMCA/YWCA
    4. Association for Retarded Citizens
    5. Mental Health programs
    6. Association for Children with Learning Disabilities
    7. Crippled Childrens' Society
    8. Opportunity Industrialization Centers (O.I.C.)
    9. ____________________
- C. Professional Organizations
    1. Business, industry and labor organizations frequently provide or sponsor specialized training programs for individuals with special needs. Also, they can provide a resource for:
        - a. field trips
        - b. career speakers
        - c. classroom presentations
        - d. occupational and instructional information
            - i) careers
            - ii) career clusters
            - iii) industries
    2. Business
        - a. Bar Associations
        - b. Medical Associations
        - c. Women's Business Association
        - d. ________________
        - e. ________________
    3. Industry
        - a. ________________
        - b. ________________
        - c. ________________
        - d. ________________
    4. Labor
        - a. Unions
        - b. ________________
        - c. ________________

D. Service Organizations
   1. Lions
   2. Kiwanis
   3. Rotary
   4. Sertoma
   5. Optimists
   6. Elks
   7. ____________________
   8. ____________________

E. Special Interest Groups - Many of these groups contribute in unique ways to educational programs for special needs students.
   1. Council of Exceptional Children
   2. NAACP
   3. Urban League
   4. Congress of Racial Equality
   5. American Indian Tribal Council
   6. League of United Latin American Citizens
   7. Christian Leadership Conference
   8. ____________________
   9. ____________________
   10. ____________________

II. Governmental Agencies

A. Local
   1. Police Department
   2. Health Department
   3. ____________________
   4. ____________________
   5. ____________________

B. State
   1. Mental Health Agency
   2. State Agency or School for the Blind
   3. State Agency or School for the Deaf
   4. Public Health Service
   5. Family Service Agency
   6. State Board of Education
   7. Governor's Committee on Employment for the Handicapped
   8. State Department of Welfare
   9. ____________________
   10. ____________________

C. Federal
   1. Vocational Rehabilitation
   2. Employment Service
   3. CETA (Comprehensive Employment and Training Act)

C. Federal (cont'd)
   4. Social Security Administration
   5. JOBS - National Alliance of Businessmen
   6. Job Corps
   7. National Youth Corps
   8. Community Action Program
   9. Veterans Administration
   10. Bureau of Indian Affairs
   11. Immigration and Naturalization Services
   12. Department of Labor
   13. U.S.O.E. - Bureau of Education for the Handicapped
   14. President's Committee on Employment of the Handicapped
   15. ____________________
   16. ____________________

SPECIAL NEEDS RESOURCE INVENTORY

Program: ______________________________

	Resource Contact Person	Title or Responsibility	Location and Phone	Description of Specific Resource or Service
Federal/state Agency Resources				
Business/ Industry Labor Organizations				
Community Agencies Organizations				
Citizen/ Special Interest Groups				
Other Community Resources				

(Taken from: Phelps, L. A. Instructional development for special needs learners: An inservice resource guide. Urbana, IL: University of Illinois, 1976.)

COMMUNITY RESOURCE DATA CARDS

Instructional Resources Card

CAREER-RELATED INSTRUCTION RESOURCE

Career Cluster/Occupation: ____________________

Name of Resource Person: ____________________

Title: ____________ Address: ____________________

Phone: ____________ ____________________

Appropriate for (students, grade level, etc.): ____________________

Type of Resource (check all that are appropriate)

☐ Field trip
☐ Classroom consultant
☐ Instructional materials
☐ Instructional content resource

☐ Speaker
☐ Individual student tutor
☐ Sponsor of short-term work experiences

Detailed description of resource: ____________________

Instructional Resources Sample Card

CAREER-RELATED INSTRUCTION RESOURCE

Career Cluster/Occupation: *Commercial Foods*

Name of Resource Person: *Karl Williams*

Title: *Pastry Chef* Address: *29 Main Street*

Phone: *626-6642* *Portage*

Appropriate for (students, grade level, etc.): *9th & 10th grade commercial foods, home economics*

Type of Resource (check all that are appropriate)

☑ Field trip
☐ Classroom consultant
☐ Instructional materials
☑ Instructional content resource

☐ Speaker
☐ Individual student tutor
☑ Sponsor of short-term work experiences

Detailed description of resource: *Good explanation of baking procedure and kitchen management. Excellent rapport with students.*

(Taken from: Phelps, L. A. Instructional development for special needs learners: An inservice resource guide. Urbana, IL: University of Illinois, 1976.)

Service Resources Card

SUPPORTIVE SERVICE RESOURCE

Type of service:
☐ Student assistance
☐ Parent/family assistance
☐ School/teacher assistance
☐ Other (describe): ________

Source of service (Name of agency/organization): ________

Name of contact person: ________
Address: ________
Phone: ________
Office hours: ________

Record previous contacts or referrals below:

Date	Student	Action

Service Resources Sample Card

SUPPORTIVE SERVICE RESOURCE

Type of service:
☑ Student assistance
☐ Parent/family assistance
☐ School/teacher assistance
☐ Other (describe): ________

Source of service (Name of agency/organization): *Youth Hot Line*

Name of contact person: *Tom Anderson*
Address: *8 Temple Court*
Portage
Phone: *626-1101*
Office hours: *10-12; 4-10*

Records previous contacts or referrals below:

Date	Student	Action
1/14/76	*Mary*	*helped work out family problem*
3/18/76	*Joe*	*referral to Job Corps*

(Taken from: Phelps, L. A. Instructional development for special needs learners: An inservice resource guide. Urbana, IL: University of Illinois, 1976.)

FOLLOW-UP

Resources

VEIT PROJECT
INSERVICE TRAINING MODULE

Title:

Sharing Session for Follow-Up Activities

Objective:

To share ideas/techniques used in classroom follow-up activities and to incorporate the best of these into a plan of action at the building level.

Time Required For Presentation: 30 minutes

Part I - 15 minutes
Part II - 15 minutes

Equipment Needed:

None

Materials To Be Duplicated:

Handouts #1, #2
Evaluation Form

Packet Contents:

Directions for Presentation
Handout #1 - Group Assignment and Individual Written Report
Handout #2 - Group Summary of Follow-Up Activities

Resources And References:

None

Sharing Session for Follow-Up Activities

Directions for Presentation

OVERVIEW

Inservice training is one vehicle used by educators to acquire new skills. Such new skills may be necessary for continuing an already defined instructional role or for attaining proficiency to fulfill a new or emerging instructional role. In each case, a delivery model which provides application and practice is essential for effectiveness. Even greater benefits can be reaped when professionals are given an opportunity to evaluate the results of their learning experiences and to share such learning experiences and their results with other professionals.

With the mandate to serve and maintain more exceptional students in the regular class setting, teacher roles have changed. Consequently, new and different skills are required of teachers serving these exceptional students as well as the other students in the class. Inservice training, which emphasizes skill acquistion through application, practice, and sharing of experiences with other professionals, is the most appropriate method for attaining these skills. Therefore, the activities in this session are intended to maximize the participants' opportunities to: (1) Share ideas and techniques learned in the follow-up application activities; (2) Make recommendations for incorporating and implementing the best techniques into a plan of action at the building level.

The session is divided into two parts as follows:

Part I: Participants share and evaluate the ideas/techniques used in the follow-up activities with their group. As a group, participants identify the best ideas/techniques offered and make recommendations for implementation into the building's plan of action.

Part II: Participants discuss the best ideas/techniques and recommendations offered by each group and reach consensus concerning the recommendations for implementation of the building's plan of action.

PRESESSION ARRANGEMENTS

Prior to the sharing session, complete the following activities:

1. Divide participants into small groups based on some common factor, such as grade level, department, etc.
2. Designate a spokesman and recorder for each small group.
3. Duplicate and assemble into a packet all the required session materials, such as handouts, evaluation forms, etc., as outlined on the cover sheet of the sharing session module.
4. Complete Handout #1 giving date, session topic, small group assignments, group meeting location (need not be separate rooms), and designating a spokesperson and recorder for each group.
5. Notify all participants of the date, time, and place of the sharing session. Include a request for any materials or written reports that need to be brought to the meeting.
6. Make signs to identify the location of each group for the session.

INTRODUCTION

Distribute Handout #1: Group Assignment and Individual Written Report and Handout #2: Group Summary of Follow-Up Activities as participants arrive.	As participants arrive, direct them to read the instructions provided on page 1 of Handout #1. These instructions are as follows: 1. Determine their assigned group using Handout #1.
Direct participants to read directions immediately.	2. Sit with their assigned group as shown on Handout #1. 3. Complete the Written Report of Follow-Up Activities section of Handout #1.
Paraphrase:	Open the session by reviewing:
State the objective and specific activities of the follow-up assignment.	1. The objective of the follow-up activity as outlined in the previous session. (Example: To

gain skill in using instructional adaptation techniques with students in the classroom).

2. The specific activities assigned for the follow-up activity (Example: To use two instructional adaptation techniques with at least two students in the classroom).

PART I

Refer to Handout #1.

Explain the activity by reading the guidelines given.

Announce that 15 minutes are allowed for the discussion. If time allows, have participants share more than one idea/technique.

Allow 15 minutes for the activity.

Have each group conduct a discussion of the follow-up activities using the following guidelines:

1. Participants in the group should share at least one of the best ideas/techniques used in their classroom, the outcomes, and an evaluation of the outcomes. Refer to your responses on Handout #1, the Individual Written Report of Follow-up Activities section for this information.
2. Using Handout #2 for reference, the group spokesperson should then lead each group in:
   a. Identifying and describing at least five of the best ideas/techniques shared by the participants.
   b. Making recommendations for incorporating these ideas/techniques into the building's plan of action.
   c. Listing possible problems which would interfere with implementation of the building's plan of action.
3. The group recorders should complete Handout #2 as the members of each

group arrive at consensus on each item discussed.

PART II

Explain the activity by reading the instructions provided.

Allow 8-10 minutes for completion of the activity.

Discuss and reach consensus concerning recommendations for implementing a building plan of action.

Allow five minutes for discussion and consensus.

Collect Handout #2 from each group recorder.

If time does not allow for full discussion and consensus, announce that written feedback will be sought from teachers when the group summary reports are distributed.

1. Have each group spokesperson make a brief report to the entire group.

The report should include:

a. A description of the best ideas/techniques identified by the group.

b. The recommendations made for incorporating the ideas/techniques into the building plan of action.

2. Discuss the recommendations made by each group and reach consensus on implementing the building's plan of action, which incorporates the best identified activities.

3. Collect Handout #2 for study by the Building Steering Committee. Announce that copies of group reports will be distributed to each teacher through in-building mail.

FOLLOW-UP ACTIVITY

Copy each group's summary of Handout #2 and distribute to the teachers. (If time limits did not permit the group to reach consensus on the building's

1. Copy the Group Summary of Follow-Up Activities, Handout #2, turned in by each group and distribute in the in-building mail to all the teachers for filing in their

plan of action, develop a ballot for obtaining written consensus. Have participants identify their preferences from the options listed in the group reports and return ballots within one week.	inservice notebook.
Submit to appropriate building personnel for implementation and monitoring.	2. Submit all group summary reports, Handout #2, to the Building Steering Committee or the building principal for development of further implementation plans or for monitoring activities.
EVALUATION	
Distribute the Evaluation Form.	Have participants evaluate the session by responding to the questions on the form provided.

GROUP ASSIGNMENT AND INDIVIDUAL WRITTEN REPORT

Participant's Name ______________________________ Date __________

Sharing Session Topic: ____

INSTRUCTIONS:

1. Determine the group to which you are assigned using Handout #1.
2. Sit with your assigned group in the designated location as shown on Handout #1.
3. Complete the Individual Written Report of Follow-up Activities section of Handout #1.

Group Name	Group Members (Indicate spokesperson & recorder for each group)	Group Meeting Location	Individual Written Report of Follow-Up Activities
			List & describe each activity you completed. 1. 2. 3. List the outcome of each activity and evaluate why each outcome occurred. 1. 2. 3.

GROUP SUMMARY OF FOLLOW-UP ACTIVITIES

Group Name ______________________ Recorder's Name ________________

Spokesperson's Name ______________________ Date ________________

Sharing Session Topic ____

I. List and Describe the Five Best Ideas/Techniques Identified by the Group:

1)
2)
3)
4)
5)

II. Make Recommendations for Incorporating the Best Ideas/Techniques into the Building Plan of Action:

III. List Possible Implementation Problems:

PARTICIPANT EVALUATION SCALE

PARTICIPANT EVALUATION SCALE

Inservice Session: ______________________ Date: ____________

Please circle the number which best expresses your reaction to this inservice session using each of the following items:

	EXCELLENT					POOR	
1. The organization of the session was:	7	6	5	4	3	2	1
2. The objectives of the session were:	7	6	5	4	3	2	1
3. The work of the presenter(s) was:	7	6	5	4	3	2	1
4. The ideas and activities presented were:	7	6	5	4	3	2	1
5. The scope (coverage) was:	7	6	5	4	3	2	1
6. My attendance at this session will be of value to me.	7	6	5	4	3	2	1
7. Overall, I consider this session:	7	6	5	4	3	2	1

8. Do you feel a need for additional information about the topic? YES NO

9. If yes, on what topics? ______________________________

____

10. Comments:

Thank you..